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ABSTRACT

Designed as a resource on teaching and learning strategies geared specifically toward underrepresented community college students, this collection of articles and reports includes the following: (1) "Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges," by Olivia Mercado, Cheryl Fong, and Rita Cepeda; (2) "Recommendations for Action from the Statewide Invitational Symposium on the Enrollment, Retention, and Transfer of Minority Students"; (3) "California Faces...California's Future--A Blueprint for Whom," by Edison O. Jackson; (4) "Accommodating the Diversity Represented by Minority Students," by James C. Henderson; (5) "Teaching Black Students: The ABC's of It," by Donna Arnold; (6) "Hispanics and Higher Education: A CSU (California State University) Imperative;" (7) "Expanding Educational Equity in California's Schools and Colleges," by the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83; (8) "Recruitment, Retention and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature," by Ofelia Arellano-Romero and John Eggler; (9) "Santa Barbara City College Academic Senate Statement on Underrepresented Students"; (10) "The Impact of Curriculum Design on Grouping Practices," by Philip Daro; (11) "Learning How to Learn," by Karen S. Grosz; (12) "GATEWAY to Success for First-Year Adult Learners: Programs and Strategies for Academic Achievement and Personal Growth," by Moylan C. Mills and Patricia Rizzolo; (13) "Defining Adult Students," by James Pappas and Rosalind Loring; (14) "The Washington Center: A Grass Roots Approach to Faculty Development and Curricular Reform," by Barbara Leigh Smith; (15) "Working with Underprepared Students: Strategies from Faculty at Long Beach City College"; (16) "Rethinking the Curriculum to Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century," by Dr. Nancy Clover Glock; (17) "New Majority Student Recommendations," by Bob Zavala; and (18) "President's Report: The Challenge of Cultural Diversity in the California Community Colleges," by Karen Sue Grosz. (JMC)

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TEACHING AND LEARNING STRATEGIES
FOR SERVING
UNDERREPRESENTED STUDENTS:
A COLLECTION OF RESOURCE DOCUMENTS

Compiled by Karen S. Grosz

Santa Monica College

November 1989

JC 900 253

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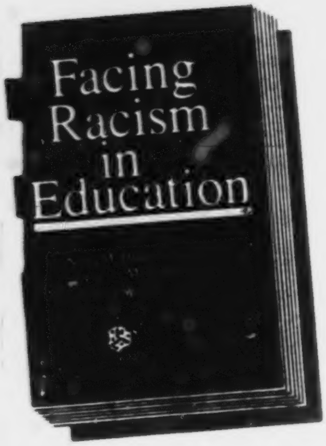

A New Publication Examining the Role of Race and Racism in Education Today

Facing Racism in Education, *Harvard Educational Review*'s newest publication, builds on the *Review*'s acclaimed 1988 special issue on race and racism in American education. As in the special issue, writers and scholars explore the role of race and racism in American education and offer alternative frameworks for combatting racism and its effects. And the contributors in this reprint book represent those groups who have historically been the targets of racism in the United States: Asian Americans, Blacks, Latinos, and Native Americans. But **Facing Racism in Education** is much more than a duplication of that 1988 issue.

Facing Racism in Education moves beyond the special issue, both in content and in scope. The Editors have carefully selected the most relevant contributions published by the *Review* on race and racism, and have arranged the articles, essays, and personal accounts into three sections, each with its own focus and introduction. This wider scope, and the addition of a new introduction to the book, enables **Facing Racism in Education** to address the spectrum of issues concerning race and racism in education. From the pain and frustration of a first grade teacher's attempts to confront her students' prejudicial beliefs, to the quantitative data documenting Black students' underrepresentation in graduate and professional schools, **Facing Racism in Education** is a valuable resource which breaks the silence that promotes the ill effects of racism.

Contents Include:

Part One: The Experience of Racism

A Black Student's Reflection on Public and Private Schools / *Imani Perry*

Ethnic Prejudice: Still Alive and Hurtful
Valerie Ooka Pang

GIANT LAW, GIANT EDUCATION, and ANT: A Story About Racism and Native Americans
Marlys Duchene

Part Two: The Dimensions of Racism

Empowering Minority Students: A Framework for Intervention / *Jim Cummins*

Racism in Academia: The Old Wolf Revisited
María de la Luz Reyes and *John J. Halcón*

Wounding the Spirit: Discrimination and Traditional American Indian Belief Systems
Carol Locust

Reflections of a Black Social Scientist: Some Struggles, Some Doubts, Some Hopes
Jacquelyn Mitchell

Part Three: The Evidence of Racism

An Analysis of Multicultural Education in the United States
Christine E. Sleeter and *Carl A. Grant*

Black Students in U.S. Graduate and Professional Schools in the 1980s: A National and Institutional Assessment / *Gail E. Thomas*

Racelessness as a Factor in Black Students' School Success: Pragmatic Strategy or Pyrrhic Victory? / *Signithia Fordham*

Successful Teaching Strategies

Instruction for Black and Hispanic Students in the California Community Colleges

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CONSULTANT

Cheryl Fong
PROJECT COORDINATOR

Rita Cepeda
PROJECT MONITOR

Report 88-4

Office of the Chancellor
California Community Colleges
April 1988

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1 History of the Report

Background

In March 1985, the Board of Governors received a special report from the Chancellor, *Preparation and Participation of Hispanic and Black Students*, which identified the growing concern over the significant underrepresentation and underpreparation of these minority students. At that same meeting, the Board also reviewed a disquieting report on current enrollments. While the overall community college enrollment loss for 1984-85 was 6 percent, that among Black and Hispanic students were considerably higher; and at eight inner-city, high-enrollment colleges, the average loss was 20 percent. These losses followed significant enrollment declines among all community college students in 1983-84 (10%), with the greatest losses concentrated among Hispanic and Black students (Cepeda and Fong).

Concern about the stabilization or fall off of minority student representation rates has been spurred by additional analytical activity at both the state and national levels. The California Postsecondary Education Commission (CPEC) has published its analysis of demographic trends to the year 2000, which projects a dramatic picture of a growing, California ethnic minority population with little improvement shown in educational attainment, if the status quo is maintained. Both the American Council on Education and the Western Interstate Commission on Higher Education, in collaboration with the College Board, have published analyses of demographic trends that display the continuing underrepresentation of Black, Hispanic, and socio-economically disadvantaged Caucasians in higher education, contrasting dramatically with the growth of Hispanic and Black populations in the Southwest (Cepeda and Fong).

Statewide Symposium

In response to these troublesome statistics and to the staff reports, the Board of Governors initiated a proposal to sponsor a statewide invitational symposium designed to study the issues at hand and develop a Board plan to address the enrollment, retention, and transfer of minority students in the community colleges. On September 10, 1985, a planning committee was convened for the purpose of establishing the goals, objectives, and framework for the symposium. This planning committee formulated an overall goal for the symposium as follows:

> To understand the factors contributing to the current low rates of participation and achievement of Blacks and Hispanics in postsecondary

> education, and be able to establish short and long-term strategies that will raise those rates to parity prior to the year 2000. Priorities will be established among that set of strategies and organized into a plan of action for consideration by the California Community Colleges Board of Governors (Cepeda and Fong).

To further focus the symposium, the target population to be addressed was specifically defined as, "all potential community college Black and Hispanic students who are in junior high and high school, are high school graduates or are nongraduates and eighteen years old or over" (Cepeda and Fong).

The report of that symposium is titled, *Equity and Excellence: A Promise to the New Majority*, October 1986. This report yielded over 80 specific recommendations, all aimed at improving the rates of enrollment, retention, and transfer of ethnic and language minority students. These recommendations were clustered into five major thematic areas: outreach, establishment of uniform and clear academic standards, serving student needs, partnerships, and institutional commitment. Although these recommendations were generated with spirited enthusiasm, they were tempered with cautious optimism. The symposium participants understood that programs and services to achieve educational equity and excellence for Blacks and Hispanics would require commitment, resources, and funding over, above, and in addition to the level of educational programs currently being provided. In addition to the specific recommendations, the participants concluded that:

- Nontraditional approaches that are culturally and linguistically appropriate must be explored for effective use in all outreach, recruitment, and retention programs;

- Instructional methodologies should be modified for use with minority students in the classrooms;

- Discretionary funds must be allocated for the formation and support of consortia and partnership arrangements with community-based organizations, the private sector, and other educational segments;

- Most importantly, policy must be directed and enforced at the highest levels to ensure implementation in the field (Cepeda and Fong).

Board of Governors Policy Statement

On July 11, 1986, the Board of Governors of the California Community Colleges issued a policy statement on the Enrollment, Retention, and Transfer of Minority Students. The following paragraphs are from that statement:

> The Board of Governors further declares that, despite significant past efforts, the goal of equal educational opportunity has not been achieved for millions of poor, minority Californians. The Board is deeply dismayed at the failure of the community colleges to achieve the much higher levels of educational equality of which we are capable, and the Board is alarmed by the fact that inequality of educational opportunity has increased among persons of Black and Hispanic heritage especially. Given the State's demographic and economic trends, the Board recognizes that unless action to achieve comprehensive educational equity is taken now and is sustained in the years ahead, Californians can expect to face deepening crises of a social, economic, personal or political nature that could undermine the health and welfare of everyone.
>
> Since the Board of Governors is committed to the achievement of educational equity and educational excellence, understanding both to be coterminous concepts, the Board hereby declares that standards of educational excellence must measure not only student progress and student outcomes, but they must also measure the ability of our institutions to bring about that progress and those outcomes. The Board believes that the entire community college family is accountable for developing and maintaining access and excellence by providing students with the necessary educational tools to achieve academic success.

Purposes of the Report

Subsequent to the Board of Governors policy statement, the Chancellor's Office sought additional information regarding instructional programs for Hispanic and Black students. This was accomplished by announcing a special request for proposals (RFPs), under the auspices of the Fund For Instructional Improvement, to conduct a study of teaching/learning strategies that have successfully addressed the needs of Black and Hispanic community college students.

This present report, *Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges* is the result of the RFP and grant which was awarded to DeAnza College. The primary purpose of this study is to identify community college instructional programs that are designed specifically for Blacks and Hispanics. The instructional methodologies for these programs must address the particular cognitive learning styles of the Black or Hispanic student and respond to those styles with appropriate teaching strategies. The second purpose is to disseminate the above information. This will be accomplished through this report, through presentations at the Fifth Annual California Community Colleges Bilingual Education, Ethnic and Language Minorities Conference in April, 1988, and through a statewide teleconference via the Community College Satellite network on May 9, 1988.

2 Underrepresentation and Underpreparation

The Problem of Declining Enrollments

The underrepresentation and underpreparation of Hispanic and Black students in California postsecondary institutions is a long-standing, cumulative problem. Blacks and Hispanics have never achieved parity, either in terms of enrollment or earned degrees, in California's institutions of higher education. What currently concerns college administrators and legislators is the demographics for the new millennium, which convincingly predict a white minority by the year 2010. In the meantime, ethnic, non-white groups (Hispanics, Blacks, Asians, Native Americans) continue to increase at rates several times greater than that of whites in California. It is a fallacy to assume that as ethnic, non-white populations increase, so will the enrollment rates of these groups in California institutions of higher education. For example, during the last five years, urban community colleges in California have experienced enrollment declines, especially among Blacks and Hispanics. These were growth years for both groups within California's population. For Hispanics and Blacks, there is a greater gap between parity enrollment and actual enrollment in the community colleges than existed ten years ago. The problem of underrepresentation for Blacks and Hispanics will not be solved by an increasing population. If the status quo is maintained, the problem will continue to become more acute.

The Chancellor's Office of the California Community Colleges attempted to identify the causes of declining enrollments in a staff report presented to the Board of Governors in March 1985. Two of the factors identified in the report are particularly pertinent to Hispanics and Blacks.

> Virtually all colleges surveyed about both fall and spring enrollments indicate that the new mandatory enrollment fee has had a significant impact on credit enrollments. This consequence was indicated by all those inner-city colleges that typically enroll large numbers of minority and, therefore, low-income students.
>
> The increase in noncredit enrollment is due primarily to California's changing demography. Unlike credit classes, there is no mandatory fee for students enrolled in noncredit classes. This reflects the need, particularly of Asian and Hispanic students, for instruction in basic skills, English as a second language, citizenship, and short-term vocational programs taught in the credit mode.

The relationship between enrollment and income status has always been a central variable for ethnic minorities as has been the need for certain curricula.

Responses to the Problem

Historically, Blacks and Hispanics have been underprepared for postsecondary education. In response to this problem, community colleges developed remedial courses in mathematics, reading, and English composition. The development of these programs were initiated by various players at local campuses. In some cases the curriculum was proposed by faculty from the respective disciplines involved while in many cases, the impetus came from Extended Opportunity Programs and Services (EOPS) programs. Many EOPS programs also were instrumental in the development of tutorials. As tutorials and remedial courses were developed, EOPS staff usually took into consideration the ethnicity of the students; that is, they included content and methods that were culturally relevant. Whenever possible, they hired ethnic minority instructors and tutors who understood the students' cultural values and behaviors, and who also served as role models. After demonstrated success, many campuses institutionalized the EOPS instructional programs and made them available to all students. However, the culturally relevant characteristics of the EOPS instructional components were lost when the respective colleges institutionalized tutorials and remedial instruction.

The Role of Cultural Factors

Research studies clearly demonstrate that there are cultural factors that lend themselves to the use of particular teaching strategies and which can greatly enhance the learning process for Black and Hispanic students. In addition, there are cognitive learning patterns that are culturally influenced. These are important in the learners' processing of concepts and synthesizing of content. The ideal environment which would assure academic success for Black and Hispanic students is one in which culturally related teaching strategies and cognitive patterns are integrated into the curriculum on a campuswide basis. Without comprehensive institutional action, the high drop-out rate for Blacks and Hispanics from community colleges will continue, as will the low rate of transfers to four-year colleges and universities. At the present time, the only community college to seriously contemplate such an extensive effort is Santa Barbara City College, which has recently completed a study, "Recruitment, Retention and Innovative Strategies for Culturally Diverse Minority College Students: A Review of the Literature" (Arrellano and Eggler, 1987).

Premises of the Study

The study's basic premise is that if a particular problem is to be solved, it must be addressed directly. Therefore, if California's community colleges are to resolve the problem of Black and Hispanic underrepresentation and underpreparation, which has been clearly identified for at least 20 years, then programs specifically for the recruitment and retention of Hispanics and Blacks are not only logical, but imperative. A second premise of the study is that retention is directly affected by the quality of instruction students encounter after they are recruited into the community colleges. The University of California at Berkeley has made some impressive strides in ethnic enrollments because the campus has combined recruitment and retention with instructional programs in its efforts for student affirmative action. Fall 1987 freshman students at Berkeley represented the following increases in ethnic minority enrollments: "American Indian freshman admissions increased from 0.4 percent in 1983 to 2.0 percent in 1987; Blacks, from 5.6 percent in 1983 to 12.0 percent in 1987; and Hispanics, from 6.1 percent in 1983 to 17.0 percent in 1987" (Bear Facts, Fall 1987). Berkeley's Early Outreach Program has successfully prepared ethnic minority students for admission to, and success in, the University. In a similar manner, local community college administrators and faculty must join their student services colleagues in a comprehensive effort to provide the type of instruction that will effectively prepare Black and Hispanic students to take full advantage of postsecondary educational opportunities.

3 The Literature on Nontraditional Students

In the early 1970s, several events took place that began to shape community colleges' response to the nontraditional student. Educators researched learning/teaching strategies that could be used to more effectively instruct nontraditional students. Respected educational trainers, Patricia Cross (1971) and John Roueche (1972), strongly supported financial aid and other support services for the new, ethnic students, in addition to various cognitive and affective methodologies. Among ethnic educators, there was an impetus for minority student access into community colleges and basic skills instruction. In addition, the Carnegie Commission on Higher Education (1970) observed that "colleges serving large numbers of these new students must devote a greater portion of their resources to their education." The stage was set for the emergence of a teaching style particularly targeted to ethnic minorities, especially Blacks and Hispanics.

Both Cross and Roueche emphasized that the traditional lecture method was not effective with most community college students who had weak basic skills. The response from educational researchers was to investigate teaching strategies that would be effective, which led to theories related to the new learner. Among these were mastery learning, Bloom; experiential learning, Bennett and Ochoa; affective motivation, Garza; cooperative learning, Kagan; and field theories, Ramirez and Castaneda. Each of these can be utilized in various ways to match the student's socio-cultural background.

Mastery Learning

Benjamin Bloom's mastery learning is now recognized as a proven, successful method with many underachievers. Bloom's theory begins with no assumptions about innate intelligence or culture. His research led him to conclude that "almost all persons (95%) can learn if provided with appropriate prior and current conditions of learning" (Bloom, 1976). Essentially, he asserted that any student population can learn if schools choose to provide the education. He is a proponent of feedback, corrective resources, and individualized help. Two of Bloom's "learning domains" might be particularly effective with Black and Hispanic students; the affective and psychomotor learning domains. Generally, instruction in schools and colleges that utilize mastery learning are established along the cognitive domain. In addition, mastery learning can take many forms, but there is no evidence that it has been adapted in such a manner as to meet the culturally related learning styles of Blacks and Hispanics.

Experiential Learning

Experiential learning strategies actively involve students in the teaching/learning process and immediately rewards success or redirects them so that they may learn from another positively designed learning situation. Experiential learning also prepares the student for more effective classroom participation within a traditional cognitive mode. According to Bennett and Ochoa:

> An experiential approach is especially effective with culturally diverse groups of students because there are no specific attitude, knowledge or skill prerequisites for the initial involvement. (Bennett and Ochoa, 1977)

Once students become involved through the process, they are confident enough to maximize their learning potential. Experiential learning builds on mutual success and interaction with others. This learning style is compatible with many students from cultures that have a strong oral-linguistic basis.

One of the usual results of experiential learning is that it is highly motivating. Because it directly involves the student, experiential learning is emotionally stimulating as well as intellectually challenging. Motivation and interest are extremely important for educational success. For ethnic minorities, it is perhaps even more important than for white students. For example, Raymond Garza determined that:

> Chicanos differ significantly from Anglos in affective learning style, showing a greater propensity to learn their liked materials. The greater Chicano sensitivity to affective meaningfulness is consistent with known and speculative cultural variations with Chicanos and Anglos. (Garza, 1978).

Motivation for Hispanics is often predicated on meaningfulness or relevance of the material to be learned. Relevance is particularly significant for students who come from families with relatively low educational attainment. These students have not been socialized to the concept that education is the means to reach a long-term goal, such as a profession. For most Hispanics a career may be a dream; but it is not a viable reality. Considering the low level of Hispanic educational achievement and the increasingly high drop-out rate, Hispanic students are more likely to have friends or relatives who found the educational experience irrelevant and, consequently, abandoned the educational system.

Cooperative Learning

Spencer Kagan found that cooperative efforts within the learning process added much relevance for Hispanic students. In his seminal, cross-cultural comparative experiments on cooperation and competition, Kagan found that white students tended to approach tasks on a competitive basis, while Mexican-American students were more likely to adopt a cooperative approach. (Kagan and Madsen, 1972; Kagan and Zahn, 1975.)

The implications are that cooperative learning may be more effective in motivation and achievement for Hispanics, Blacks, and other ethnic minorities in the classroom. According to Carlos Cortes:

> The use of group, as contrasted to individual, motivation and rewards and the expansion of cooperative classroom activities would seem to be a particularly effective approach to meet the learning needs of Chicano students. Beyond this, the reinforcement of cooperative behavior among all students should be a contribution both to them individually and, in the long run, to our society in general. (Cortes, 1978)

During the last ten years there has been increased advocacy for cooperative learning groups among Black students.

Bicognitive Learning

Probably the most extensive and controversial model for Hispanic learning is the development of bicognitive learning through culturally democratic educational environments. Ramirez and Castaneda (1974) stated that Mexican-American students tend to have a field sensitive cognitive style, as contrasted to a field independent cognitive style. Some of the significant factors of the field sensitive cognitive style are:

- Preference for working with others to achieve a common goal, rather than working alone;
- The desire to assist others;
- Sensitivity to the feelings and opinions of others;
- Preference for openly expressed positive feelings for the teacher;
- Desire for guidance and demonstration from the teacher;
- More successful functioning when performance objectives and universal concepts within the curricula are carefully explained, rather than focusing narrowly on parts or details;
- Improved learning of concepts--including mathematical and scientific concepts--when they are presented in a personalized format; and

- Improved learning when the subject matter is related to personal interests and experiences.

In addition to defining bicognitive field sensitivity, Ramirez and Castaneda developed a means of identifying field sensitive and field independent students and teachers. Then Ramirez (1974) experimented by matching field sensitive students with field sensitive teachers and also matching field independent students and teachers. Ramirez claimed that this matching strategy resulted in significant student gains. Subsequently, they developed a procedure for training teachers in their opposite teaching style. The goal was to have the teachers transfer from one cognitive style to another and, therefore, train the students to function bicognitively.

Ramirez and Castaneda have caused considerable debate over the issue of field sensitivity. Kagan and Buriel (1977) criticized the use of visual perception tests for classifying students as field sensitive or field independent. Ramirez and Castaneda emphasized the need to use classroom observation to make these classifications.

Variables in Learning Styles

The research on learning styles during the 1970s was neither definitive nor conclusive, but it clearly developed an awareness that ethnic minority students have distinctive ways of learning. The 1980s' research has focused on variables that appear to be more external to the students; that is, they are based on socio-cultural factors rather than the psychology of learning. This change of direction is evident in a recent study conducted at Santa Barbara City College.

The report was written by Arellano-Romero and Eggler of Santa Barbara City College, and is titled *Recruitment, Retention, and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature* presents a review of recent literature in this field. Arellano and Eggler base most of their learning theory on Hampton (1980) and Sedlacek (1983). These two authors have identified strategies and cultural variables they consider to be crucial to the teaching/learning of minority college students. Hampton identified eight basic, innovative teaching strategies:

> (1) Performance inventorying, (2) "Shot-gun" approach, (3) heterogeneity of background, (4) multiplicity of incentives, (5) individual pacing in learning, (6) emphasis upon concepts, (7) attention-getters and sustainers, and (8) encouragement of feeling relationships (Arellano and Eggler, 1987).

Sedlacek (1983) cites eight variables as those most crucial to the success of diverse minority groups in higher education. According to Arellano and Eggler (1987):

> Sedlacek states that the context in which these variables are used is extremely important. They should not be viewed as absolute attributes that are relevant to all minority students, nor should faculty assume that all minority students are having trouble.

The variables include: (1) positive self-concept; (2) understanding and dealing with racism, (3) realistic self-appraisal, (4) preferred long-range to short-term goals, (5) availability of a strong support person, (6) successful leadership experience, (7) demonstrated community service, and (8) nontraditional knowledge. Hampton identified teaching strategies, while Sedlacek presented psychosocial variables that also must be considered in order to present a comprehensive approach to teaching.

Arellano and Eggler subsequently present brief descriptions of 29 case studies of innovative projects. The projects focus on teaching strategies and curriculum designed to meet the needs of various minority students in their local environments. Some of the case studies are clustered according to their respective emphasis. These include ethnic studies, improving self-image, oral history, transfer, short-term immersion courses, mastery learning of ESL, pre-technology, ethnic focused content in general education courses, basic skills, bilingual/bicultural studies, interdisciplinary curricula, LEP high school/community college partnerships, time efficiency studies, dyads and group materials, retesting, writing across the curriculum, and readiness programs.

In addition to their excellent research, the authors of the report consistently provide practical recommendations that are pertinent to Santa Barbara City College, yet applicable to other colleges. This study is an excellent resource for other community college staff.

4 Nationwide and Statewide Surveys

Research Methods

The research for this present study consisted of three phases: (1) a computer search through the ERIC Clearinghouse for Junior Colleges, (2) a survey sent to the Chief Instructional Officers of each California community college, and (3) on-site visits to selected community colleges that offered potential model programs. The findings are divided into two sections: the results of the computer search and the results of the college survey. For the sake of brevity, abstracts will be used to describe those programs which are considered pertinent to the purpose of this study; *i.e.*, to identify and disseminate information about successful teaching strategies that address the culturally distinctive needs and cognitive learning styles of Black and Hispanic students. More extensive detail will be used for programs that might be considered as models for adaptation by other community colleges. Commentary on the programs is included in the summary section of the report.

Nationwide Computer Search of Programs

The ERIC Clearinghouse for Junior Colleges is located at the University of California, Los Angeles and is staffed by very helpful professionals. For a nominal fee, the staff will access the ERIC Data Base, which includes journal articles listed in the *Current Index to Journals in Education (CIJE)* and documents announced in *Resources in Education (RIE)*. The results of the search yielded a representative array of programs reflective of the efforts of community colleges throughout the country. The programs comprised ten general categories: highly structured instructional approaches such as Bloom's Mastery Learning Strategy, college self-studies, reentry programs, transfer programs, partnership programs, English as a Second Language, bilingual/bicultural programs, language acquisition for native born ethnic students, ethnic studies, and career education.

Complete copies for most of the following program reports are available through the ERIC Clearinghouse. A few of the journal articles are not available from ERIC and must be obtained through regular library channels. For further information, call ERIC at (213)825-3931.

The following references and abstracts were provided by the ERIC Clearinghouse.

The Mastery Learning Program
Durham College, Durham, North Carolina, 1978-1979
Fund for the Improvement of Postsecondary Education

Abstract: First-year progress (1978-1979) is reported for a three-year project undertaken by Durham College (historically black, independent, junior college) to implement Bloom's Mastery Learning Strategy in order to improve the self-esteem and motivation of educationally disadvantaged, minority students. The report first presents a rationale for the project based on the increased enrollment of students with basic skill deficiencies. It next identifies the outcomes expected during the first year of the project: (1) the development of mastery materials for eight instructional areas, (2) the classroom application of these materials during at least one academic term, (3) the maintenance of records on the performance of students undergoing mastery strategy instruction, and (4) the participation of involved faculty in a two-week professional seminar at the City Colleges of Chicago. Activities carried out to bring about these outcomes are then described. The results of an evaluation of these activities are detailed, based on a comparison of final grades earned by students in mastery learning and by those in conventional classes. The report concludes with an outline of activities planned for the second year and an examination of Durham's efforts to disseminate program information to other colleges. An evaluative report by Emmett Jones of the City Colleges of Chicago is appended.

Five-Year Plan for Curriculum Development
Central YMCA Community College, Chicago, Illinois, January, 1975
Advanced Institutional Development Program

Abstract: With the aid of a grant from the Advanced Institutional Development Program, a group of Central YMCA Community College (CYCC) faculty was given released time to inquire into curriculum priorities. This document establishes the focal points of future curriculum discussions and outlines the developments this faculty group hopes will ensue as a result of their inquiry. A five-year action plan, based on other recent studies conducted at CYCC, is proposed for the orderly implementation of curriculum development to maintain student welfare, and to provide a positive educational experience as the primary targets. Strengths and weaknesses of the present structure and possible means of improvement are noted in sections on student needs, special curricula for ethnic and social minority groups, interdepartmental and interdisciplinary programs, extensions programs, flexible scheduling, support services, performance objectives, evaluation of instruction, alternative ways of earning credit, new programs, and course and material development. A hierarchy of priority issues to be confronted from Spring 1975 through Spring 1976, and the rationale for the selection of specific priorities, are presented. New courses and materials development are designated as continuing concerns both to ensure significant achievements for the entire curriculum and to provide the basis for other research.

Comprehensive Science Evaluation Project
Hudson County Community College, Jersey City, New Jersey, September 1982
National Science Foundation

Abstract: A summary is provided of the goals, objectives, activities, and findings of Hudson County Community College's (HCCCs) comprehensive science evaluation project. After an introductory outline of the status of science education at HCCC, the project's objectives are presented: (a) to analyze the college's science courses and their ability to prepare students for careers; (b) to assess the adequacy of HCCC's science facilities; (c) to identify the curriculum needs of HCCC's general education and basic skills programs; (d) to examine approaches to science education used in various program areas; and (e) to prepare a Science Improvement Plan for the development of curriculum and resources over a five-year period. The report then describes the activities designed to achieve these objectives, beginning with the creation of a Science Improvement Plan Committee. Next, the report presents the results of: (1) a literature review; (2) a study of science education at colleges in New York and New Jersey; (3) a faculty survey focusing on their characteristics, background, and attitudes toward science and mathematics requirements and electives, laboratory components for courses, minority student needs, and curriculum needs and objectives; and (4) a student survey investigating personal and academic characteristics, attitudes, and preferences regarding mathematics, science, and computer science courses. Finally, a Science Improvement Plan is presented. Appendices include the questionnaires and marginal frequency responses.

A Reentry Curriculum Guide for the Adult Learner
City University of New York/Brooklyn College, Brooklyn, New York, 1976-1980
Women's Educational Equity Act Program, U.S. Department of Health, Education
and Welfare

Abstract: Designed to assist educators in the development of reentry programs for adult learners, this guide provides information on the creation, operations, and outcomes of Project Chance, a reentry program initiated at Brooklyn College during the 1970s to serve ethnically diverse, lower- and middle income women from the Brooklyn community. A forward to the guide highlights the staff's willingness to consider participants' needs and reactions in modifying the content and approach of the program. Following an introduction to the outcomes of the course from its inception in 1976 to its discontinuation in 1980, the guide discusses: (1) one of the major program components--a pre-college, reentry course designed to enable women to explore options, build basic skills competency, and gain self-confidence; (2) a redefinition of the goals of the reentry curriculum, based on the first year's evaluation; (3) a revision of the curriculum to strengthen the basic skills component; (4) the mathematics skills component; (5) the language arts curriculum; (6) the life planning skills curriculum, which emphasizes self-awareness, self-evaluation, decision-making skills, and the ability to describe probable future situations; (7) support services and counseling; and (8) the provision of information about other programs and services. For each topic, information on special problems, barriers, and solutions is provided.

Transfer Opportunities Program
Community College of Philadelphia, Philadelphia, Pennsylvania, 1987
Ford Foundation

Abstract: The Transfer Opportunities Program (TOP) at the Community College of Philadelphia (CCP) has focused primarily on faculty development and curriculum design as the essential elements in improving the transfer prospects of students. Extensive faculty development activities were undertaken to forge collegial agreements about standards of literacy and appropriate pedagogical activities, coupled with efforts to design a two-year, integrated, interdisciplinary curriculum centered on language use. Other TOP activities included: (1) the full-time, first-year curriculum was modified to accommodate part-time students; (2) counseling staff were included as active teaching members of each interdisciplinary instructional team; (3) a series of in-service workshops on the "Critical Literacy" issue were conducted to gain comparability in the way faculty dealt with student language use; and (4) selected faculty designed and conducted professional development seminars on such topics as "Styles of Interpretation of Classical and Medieval Literature" and "Black American Women's Narrative."

Hostos Community College's Integrated Transfer Program
Hostos Community College, Bronx, New York, 1984
Ford Foundation

Abstract: An overview is provided of Hostos Community College's (HCC) Urban Community College Transfer Opportunities Program. First, the program's student services activities are described, including the development of a system for the identification and consistent follow-up of the liberal arts transfer population, a computerized Degree Requirement Checklist (DRC), and a transfer seminar. Next, the report describes the following academic activities: the completion of course equivalency listings for three targeted four-year colleges, the investigation of the transferability of HCC courses, and the development of a profile of the liberal arts honors student, and the broadening of HCC's honors program. The next section explains the administrative support activities conducted as part of the program, including those designed to provide timely and accurate student information, to identify potential transfer students, and to create the DRC, an individualized transcript showing courses taken, in progress, and needed. Next, achievements are discussed in terms of the major project objectives: (1) to identify potential transfer students; (2) to encourage students to complete the credits applicable to their interests and to transfer requirements, using coherent course-taking patterns; (3) to improve articulation of curriculum patterns and practices; and (4) to provide an honors program in the liberal arts and sciences for above average students. Final sections look at program changes in terms of the original project proposal and of efforts to institutionalize the program.

Urban Community College Transfer Opportunity Program
La Guardia Community College, Long Island City, New York, 1985
Ford Foundation

Abstract: In 1984, La Guardia Community College (LCC) received a three-year implementation award from the Ford Foundation to increase the number of minority, low-income students who transfer to and succeed in baccalaureate programs. This report describes the 1984-85 accomplishments of LCC under the Urban Community College Transfer Opportunities Program (UCCTOP). Following an overview of the project and specific activities, the report describes LCC's efforts to strengthen external linkages with public and private universities and colleges in New York, as well as with secondary schools. The next section describes UCCTOP's student support services, including a two-session transfer workshop, the Transfer Fair, and the Career and Transfer Resource Center. Next, a discussion is presented of LCC's transfer decision-making curriculum, which includes the cooperative education seminar, "Life, Education and Career Planning." Following a review of the involvement of LCC's faculty in curriculum reform, the report describes the development of an automated Degree Requirement Checklist that helps students manage progress toward the completion of their degrees. The next section focuses on the development of a research design to document the number, identity, and characteristics of potential transfer students; as well as to monitor student progress through the program and after transfer. Finally, the report discusses the program's budget. Appendices provide a *Model for Two-Year and Four-Year Articulation Handbook*, an agenda for a transfer workshop, and a list of questions for potential transfer students to ask college representatives.

New Initiatives for Transfer Students: Urban Community College Transfer Opportunities Program
Bronx Community College, New York, 1984
Ford Foundation

Abstract: Designed to acquaint educators and administrators with the Ford Foundation's Urban Community College Transfer Opportunities Program (UCCTOP), this booklet examines the rationale for and activities and outcomes of the program. First, introductory comments indicate that UCCTOP was designed to help urban community colleges with high minority enrollments strengthen their academic and support programs so that students would be better prepared to move on to four-year institutions. Next, an essay entitled, "Remembering a Transfer Student," by Alison Bernstein, Ford Foundation Program Officer, discusses the reasons for the program's development, and a second essay, "Removing Transfer Hurdles," by Richard A. Donovan, discusses the issues and problems related to transfer from two- to four-year colleges. The final section consists of descriptions of UCCTOP-funded programs at 24 geographically diverse community colleges, featuring summaries of background information, orientation procedures, counseling, articulation with high schools and/or four-year institutions, student follow-up, curriculum development, identification of transfer students, faculty development, recruitment, honors programs, transfer information, and assessment.

Bridge Project
Baltimore Community College, Baltimore, Maryland, 1984
Ford Foundation

Abstract: The Community College of Baltimore's (CCB) Ford Foundation Bridge Program was designed to improve and extend transfer opportunities in Baltimore by developing a completely articulated Arts and Sciences transfer program extending from five feeder high schools to four receiving baccalaureate institutions, with CCB serving as the "bridge" institution among the ten participating institutions. The major objectives of the project were: (1) the formation of an Advisory Task Force to conduct articulation conferences with the participating institutions to ease student transfer among the three educational levels; (2) the review, revision, and strengthening of the Arts and Sciences curricula at CCB and the development of formal articulation agreements for the revised programs; and (3) the development of an Arts and Sciences Identification Process to include an early identification of potential Arts and Sciences students at the participating high schools, a high school outreach program, a CCB Arts and Sciences Student Support Team, and improved transfer opportunities to four-year institutions. This report on CCB's Bridge Program includes background information on the school; a discussion of the purpose and objectives of the project; a summary evaluation of the accomplishment of project objectives; a list of other achievements; an overview of changes in the program, resource allocation, and staffing; and a discussion of the institutionalization of the project.

"Models in Bilingual Bicultural Education: The Community College of Philadelphia Experience"
Susanna Daniele, 1977

Abstract: This paper presents a brief historical overview and summary of the various approaches and recent developments in the field of bilingual education. The controversy that exists with respect to the different approaches to bilingual education has prevented the development of national goals and guidelines and the preparation of adequate evaluation instruments. Educators are now striving to remove the stigma that bilingual education is only compensatory education for the disadvantaged. Efforts are being made to demonstrate the importance of establishing and maintaining bilingual programs. The Bilingual Education Act was passed in 1968, and in 1974, educational amendments were introduced to authorize funding for the Bilingual Education Program so that its goals could be reached. Considerable advancements have been made in the field of bilingual bicultural education at the elementary and high school levels. However, institutions of higher education have been slower in providing equal educational opportunities. The second part of this paper focuses on a model developed at the college level that is designed to serve the special educational needs of a sizable number of dominant-Spanish speaking students attending the Community College of Philadelphia. A major goal of this program is to provide the city's Hispanic community with an opportunity to acquire English language proficiency through its intensive English-as-a-Second-Language component, and to increase access to postsecondary education for Hispanic students in the Philadelphia public schools.

"A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum"
Anna Chamot and Michael O'Malley
National Clearinghouse for Bilingual Education, Rosslyn, Virginia, 1986

Abstract: The Cognitive Academic Language Learning Approach (CALLA) is an instructional program for limited-English-proficient (LEP) students who are being prepared to participate in college-level instruction. The program is designed to assist LEP students' success in school by providing transitional instruction between English-as-a-Second-Language (ESL) or bilingual education and mainstream instruction. The transitional instruction is designed to further academic language development in English through content area instruction in science, mathematics, and social studies. In CALLA, students are taught to use learning strategies derived from a cognitive model of learning as aids to comprehension and retention of concepts in the content areas. In brief, CALLA is designed to:

- Meet the academic language needs in English of LEP students at the upper elementary and secondary levels;
- Provide a program of content-based instruction that can serve as a bridge between the English-as-a-Second-Language or bilingual program and mainstream education;
- Provide instruction based on a cognitive model of learning.

The Artistic Dimension of Black English: A Disclosure Model and its Implications for Curriculum and Instruction
Jane Paznik
Ann Arbor, Michigan, 1976

Abstract: This dissertation provides a heuristic model for defining, analyzing, and exemplifying the artistic dimension of Black English. Further, it offers a method of recognizing and evaluating this aspect of verbal behavior for the purpose of strengthening curriculum development and methods of instruction. After a review of the literature that deals with language theory and usage, a framework is developed from aesthetic analyses of language usage with which to assess language behavior, a framework that goes beyond the models available from linguistic theory. This framework forms one part of a "disclosure model" by which to describe the artistic dimension of Black English. The model is completed by applying the framework to a discussion and analysis of samples of verbal events in Black English. The data for this part of the study are taken from literary samples that employ Black English dialogue and from previously published research on the dialect. Such verbal events as sounding, signifying, rapping, marking, monitoring, and fancy talk are considered in detail.

Finally, the complete disclosure model is used to underscore the importance of understanding the artistic dimension of Black English for curriculum assessment and development and for instruction. The heuristic model is applied to an analysis of existing curricula designed for speakers of Black English at the elementary, junior, and senior high school, and college levels. The model is also applied to essays written by community college students, with respect to the instructional implications of a fuller recognition of the evidence of the artistic dimension of their verbal behavior.

The Design and Development of an Introductory Course in Afro American Literature
Linda Weaver Brown
Carnegie-Mellon University, 1972

Abstract: This dissertation describes the development of an introductory course in Afro American literature for the community college, including goals, rationale, text selection, sample lectures, and class materials. Two lecture sets are provided, which include background information for the course. The topic, "Historical Incidents Affecting the Development of Afro American Literature," is divided into two segments, the first covering the period from the beginnings of slavery through the Civil War, and the second, the period from the Reconstruction to the rise of Black militancy. A major portion of the dissertation involved compiling a profile of the students for whom the course was designed. Factors included are academic achievement and aptitude, economic and family background, and educational goals. Although the profile was developed for a community college course, it could also be a valuable aid for designing courses at other kinds of schools. This dissertation would be useful to those who are interested in, but relatively unfamiliar with, Afro American literature. It should prove especially useful to faculty members involved in curriculum development.

UCLA Latin American Center for Enrichment Program in Latin American Studies for Community College Instructors
Sharon Douglas and Jon Maksik, 1977
U.S. Office of Education

Abstract: The objectives of Project Mexico, which is described in this report, were to train a group of 15 community college instructors from Southern California to the study of Mexican culture through an interdisciplinary approach integrating ideological, technological, and social perspectives; to produce new curriculum materials for use in community college classroom instruction; and to develop a model for the study of other Latin American countries. After initial orientation and background reading, project participants spent six weeks of intensive study and travel in Mexico, focused on development of individual curriculum projects. The project resulted in nine teaching modules dealing with Mexican history and culture and four teaching modules dealing specifically with Chicano Studies, two of which are addressed to the important issue of helping Chicano students adapt to a college environment. Logistics, rationale, and summative and formative evaluations of the project are presented in this report. Appended are a statement on coordination and dissemination of the results of Project Mexico by Carol Starcevic of the UCLA Latin American Center, and a theoretical model for curriculum development based on an interdisciplinary approach to Latin American studies by Allyn Sinderbrand.

"Project M.E.CH.I.C.A.: Materiales para Estudios Chicanos Interculturales de America"
Michal Clark and Jesus Nieto
Bakersfield College, 1975

Abstract: A group of 25 bilingual Chicano community college students were selected to participate in this curriculum development project, 15 spending an entire semester in Mexico, and 10 going on a shorter tour. The major objectives of the project were: (1) to develop and disseminate bilingual Chicano Studies curriculum materials; (2) to train school personnel in the use of these materials; and (3) to develop an intercultural dimension to Chicano Studies. Fourteen teaching modules for public school classrooms were developed by the participating students, each providing prototypes of necessary curriculum materials and orientation and resource materials for the teacher. Among the other project achievements were a Chicano literature anthology, an anthology on Mexican and Chicano thought and philosophy, an anthology on Mexican and Chicano art, videotapes, poetry tapes, a catalogued collection of pictures and slides, collections of Chicano Studies books and records, a comprehensive bibliography of Chicano Studies materials, and indices to Chicano Studies materials. The anthologies, indices, and media materials form a core of curriculum materials for use at the community college level. Special attention is paid to the international and interinstitutional aspects of the project, and the curriculum model is discussed in detail.

"Self-Esteem and Academic Performance: Using a Self-Image Improvement Package with Emphasis on the Chicano Student"

Francine Medeiros and John Reck
Mt. San Antonio College, Walnut, California, 1974

Abstract: The study experimentally investigated a self-image development package, Self-Programmed Counseling and Self-Programmed Control (SPC), that was especially geared to the educational and personal needs of the Chicano student. The fall 1973 study used these considerations: (1) how the community college can increase the enrollment of Chicano students to reflect the kindergarten through twelfth grade, Spanish surnamed population of the district; (2) having recruited more Chicano students, what the institutions can do to retain them; and (3) what types of programs/curricula should be developed to meet the learning styles, as well as the personal and academic needs, of the Chicano student. The study population included 46 Chicano students who enrolled in the Fall 1973 semester at Mt. San Antonio College (Walnut, California) and continued their enrollment through the fifteenth week of the semester. The results concluded that the SPC attitude change package can help Chicanos and others to compete more effectively. The SPC group achieved higher grade point averages, and re-enrollment rates, better study habits and attitudes, and lower levels of anxiety. Results also confirmed the researcher's impression that low self-image is a key factor inhibiting successful academic performance.

"Evaluation of Career Counseling and the Career Center Programs at Imperial Valley College and External Campus"

Jack Javens
Imperial Valley College, Imperial, California, 1977

Abstract: Description and evaluation of services offered by the Career Center at Imperial Valley College (IVC), a community college located in southeastern California, is reported in this document. (IVC serves a large percentage of disadvantaged students, predominantly Mexican-American.) The evaluation report includes discussion of the following areas: geographic description of Imperial County, demographic information, economic/employment status, problems encountered by disadvantages students, Imperial Valley College statistics on student population, philosophy and goals of career education, career center and staff, career center media, major media description, interaction with faculty,interaction with students, interaction with the community, interaction with counseling staff, evaluation of career center media, evaluation of student use, and evaluation of Psych 8/HR 8(a three-unit structured course in career planning). Appendices contain materials used in activities and the administration of the Career Center, *e.g.*, career planning model, course outlines (Personal and Career Development and Career Guidance Theory and Practice), and information on the filmstrip program.

A Guide for Planning and Implementing Career Education Programs in the Community College
Washington State Board for Community College Education, Seattle, Washington

Abstract: This guide provides criteria for both the planning and implementing of career education programs at the community college level, and is the result of a national poll conducted by the National Dissemination Project. It is intended to suggest ways in which community colleges might better serve the needs of minority and disadvantages students through planning. It is comprised of two major sections: planning and implementation.The planning section includes the following subdivisions: philosophy and goals; policy and procedures; organization; planning; funding; facilities; instructional materials and equipment; business and industry; advisory committees; private and public agencies; counseling, guidance, and placement; and faculty. Implementation includes subdivisions entitled: information dissemination, scope of curriculum, faculty, supervision, recruitment of students, articulation, and evaluation.

"The Employability Skills Series: Field Trial Results of a Spanish Language Version for Hispanics"
Center for Studies in Vocational Education
Florida State University, Talahassee, Florida, 1980

Abstract: The previously validated Employability Skills Series was systematically translated into Spanish, and field tests were conducted, using criterion referenced measures, to establish if the materials were effective with Hispanic students. Data were collected on the achievement of 484 students on 39 knowledge and 25 performance objectives of these competency-based materials, written at approximately a fifth-grade reading level and designed for use in a variety of instructional settings. Eighty percent of the students were at or above the criteria in sixty objectives. They showed significant improvement in their pretest/post-test gains in five of the six learning modules. Further analysis of five factors (school level, English language ability, age, ethnic group, and reading level in Spanish) showed that: (1) junior high students did not do as well as students in high schools, vocational-technical centers, community colleges, or adult centers; (2) bilingual students did better than limited English ability students; (3) adults did better than nonadults; (4) there was no consistent pattern across units on the differences between Cuban Americans, Mexican Americans, Puerto Rican Americans, or other Hispanics; and (5) students scoring higher on the Spanish reading level examination did better than those with lower reading scores. It was concluded that the Spanish version is an effective instructional tool.

Survey of California Community Colleges

In August 1987, a survey was sent to the Chief Instructional Officers of all California community colleges requesting identification of programs on their respective campuses that directly address the learning needs of Black and Hispanic students. The responses indicated a range of programs similar to those from the computer search. Two campuses are conducting self-studies, others are offering programs in basic skills, college readiness, vocational instruction, ESL, bilingual/bicultural and ethnic studies, college-level English composition and mathematics; of these, two are high school partnership programs. The survey was designed to elicit a response only from those colleges that had active programs. Therefore, response rates are not included, since the purpose of the survey would not be served simply by achieving a high response rate.

The abstract and summaries that follow describe those programs that are successful with a high percentage of Black or Hispanic students. Two responses were deleted from this section because the programs were judged inappropriate. It was often difficult to discern if the programs were actually designed for the target groups or if Black and Hispanic students were in the program due to the local demographics; *e.g.*, large urban colleges tend to have many Blacks and Hispanics enrolled in basic skills classes. The survey searched for those programs or courses that included specific teaching or learning strategies for Blacks and Hispanics. The three programs that most clearly included these factors were followed up with telephone inquiries and campus visits. They are: the Math Transition Program at East Los Angeles College, the Puente Project at fifteen community college campuses, and the College Readiness Program at Monterey Peninsula College.

The following summaries were derived from the survey responses and in most cases are included verbatim or with minor editing. In a few cases, the summary was composed in an effort to synthesize the extensive information that was submitted.

Recruitment, Retention and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature

Santa Barbara City College, Santa Barbara, California

Abstract: This Santa Barbara City College report was completed by Ofelia Romero and John Eggler. Romero is a counselor at the college and Eggler is a full-time faculty member in the Chicano Studies, ESL,and History departments. Jack Friedlander, Dean of Instructional Services, served as the project monitor for this important study. The major findings and recommendations emanating from this study are presented in a brief eight-page summary; the full report consists of 72 pages. The recommendations are particular to Santa Barbara City College; however, many have universal applicability. They cover a range of support services and classroom techniques based on socio-cultural and affective characteristics. The study and report were funded by the Santa Barbara Community College District.

Contact: Jack Friedlander, Dean of Instructional Services, (805) 965-0581.

College Initiated Study of Hispanic Community Groups
Porterville College, Porterville, California

Summary: In an effort to improve the Hispanic retention rates of students in our junior high schools, high schools, and at Porterville College, representatives from all of these institutions have met in an effort to identify more clearly the distinct differences between the Hispanic groups in the Porterville area. At this time we have identified four separate and distinct Hispanic groups, with a fifth that is probably an off-shoot of one of the others. Two of these groups are migrant, two of them are Mexican American, and the final group is the totally assimilated Hispanics. The characteristics of each groups are distinct and the reasons for dropping out of school unique to the group. The motivations for staying in school also show characteristic distinctions.

Now that the five groups are clearly identified, the college is working on objective criteria that can be used to ascertain the number of students within each group enrolled at each of the educational levels. After this information is collected, the college anticipates having a sufficiently clear understanding of the problem so as to set a direction for solving the problems peculiar to the Porterville College service area.

Contact: Bonnie White, Dean of Instruction, (209) 781-3130.

Developmental Studies
San Jose City College, San Jose, California

Summary: Under the Developmental Studies Division ,various offerings are available to the underprepared learner, including Black and Hispanic students. In terms of learning principles, little allowance is made for minority students since proven techniques have been implemented for all students. In some cases, however, reading material of greater interest to minority students is used instead of the typical textbook selections, and some special assignments are given. During the 1986-87 academic year nearly 1,000 students were instructed: 10 percent, Black; 10-15 percent, Hispanic; 75-80 percent, all others.

Contact: Carole Bogue, Assistant Dean, Developmental Studies, (408) 288-3709.

Learning Skills
Hartnell College, Salinas, California

Summary: For Hispanic students we offer individualized, self-paced reading and writing courses that allow them to receive more one-on-one instruction and to have more time on task. Working at their own pace , without a time constraint, gives them the opportunity to learn the material more thoroughly. Courses in English as a Second Language are offered in grammar, vocabulary, reading, pronunciation, and conversation. This allows the student to have an entire daily three-to-four-hour block of English. The Learning Skills Center enrolled approximately 800 students in the Reading and Writing Labs for 1986-87; of these, 65 percent were Hispanic. Students tend to average grade-level gain of 2.89 years for every 24 hours of work in the Reading Program.

Contact: Rosemary Ybarra, Learning Skills Center Director, (408) 755-6866.

A CAI/CMI Classroom Approach in Reading
Compton College, Compton, California

Summary: Compton College enhances the traditional teacher/lecture method by implementing faculty-designed behavioral objectives and mastery tests in conjunction with a Computer Assisted Instruction/Computer Managed Instruction (CAI/CMI) delivery system, developed by Computer Networking Specialists. The CAI/CMI system consists of two labs: one for English and math, and one for reading. Both labs are located adjacent to the Learning Resources Center and close to the areas in which remedial classes are taught. These labs contain a total of 42 Apple IIE student stations, an operator station with an enhanced Apple IIE, a printer, and a Corvus hard disk memory. In addition, faculty stations are set up at distant locations on campus in the math, reading, and English offices. This allows faculty direct access to the Corvus in order to evaluate courseware, make assignments, and review student progress. In addition, it is possible for faculty to generate tests and other print material through the WordStar program stored on the Corvus. Recently a Scantron 1200 was added to the system. Working in conjunction with Apple IIE and Scan-Score Software, this machine scores Mastery Tests, generates item analyses of questions, plots frequency distributions, and calculates mean, median and standard deviation data. It can also perform a "Grade Book" function.

The CMI portion of the delivery system keeps track of all students, and assigns lessons by prearranged sequence and student progress, or by teacher assignments. It can provide hard copies of class lists, student progress, and lists of available courseware.

All courseware is carefully selected to match behavioral objectives and is subjected to a rigid evaluation procedure before purchase. The unique feature of the management system is that any publisher's courseware is usable as long as it is

Corvus compatible and the publisher agrees to allow programming modification so that the courseware will interface with the management system. This allows for a maximum variety of appropriate materials and increases the likelihood of student mastery of objectives.

The objectives of this project are to:

- Design, develop and implement a "Mastery Learning" system for basic skills competencies in the areas of English, reading and mathematics;
- Provide an increased probability of the attainment of mastery levels among remedial students in English, reading and mathematics through the use of computers for supplemental instruction;
- Reduce the rate of attrition among Compton College's remedial students.

Contact: Rhoda Lintz Casey, Division Chair, English and Developmental Studies, (213) 637-2660 ext. 286.

Adult Basic Education and English as a Second Language Centers Division
San Francisco Community College District, San Francisco, California

Summary: The Centers Division has implemented the competency based approach to instruction as a means to address the culturally distinctive needs and learning styles of Black and Hispanic adult students. This includes identifying the needs of the students, providing an avenue for student input, insuring that students know course expectations, presenting texts and media-based, multiple learning techniques, using CASAS pre- and post-testing, and certifying levels of competency.

Contact: Gary Tom, Assistant Director of Instructional Services, (415) 239-3077.

The English Institute
Canada College, Redwood City, California

Summary: The English Institute provides English language training for students whose native language is not English. The beginning courses require some knowledge of English. The program consists of one or more semesters of intensive English-language study in grammar, listening, reading and writing. All students must take and pass the English Alfa Placement Test, which takes two hours to administer. There were 326 students enrolled each semester; of those, 229 were Hispanic and three Black.

Contact: Salvador Mendoza, (415) 364-1212 ext. 412.

Chicano Studies/Bilingual Studies
San Diego City College, San Diego, California

Summary: The program/department requires a written three-page summary every week from every student. The summaries are taken from each chapter of the required text. Every student in the program is encouraged to sign up for one extra unit in order to prepare his/her writing assignment on a word processor in the computer room. Students take advantage of this opportunity, and the results are excellent and observed immediately. The summaries are graded on the basis of content, which includes an introduction and a conclusion, analytical skills, spelling, and neatness. Students are also required to take regular classroom examinations, which include essay responses.

Contact: Ternot MacRenato, (619) 230-2634.

Bilingual/Bicultural Programs
Cerritos College, Norwalk, California

Summary: The programs include: Bilingual Teacher Aide Program, Bilingual Education (transfer), Bilingual Registered Dental Assistant, Chicano Studies, and a Puente Project. They offer specially designed educational experiences within an interdisciplinary framework for Latino students who want to take classes taught by bilingual/bicultural instructors, who serve as role models and mentors.

Staff include special counselors, a community outreach representative, and a team of peer counselors. Support services include college recruitment information, professional and peer counseling, and academic advisement. The program has developed a strong community and campus outreach component that informs and supports the Latinos in the college service area. Total students enrolled in 1986-87: 940 Latino students were recruited and enrolled in college; 418 were enrolled in courses offered within the bilingual/bicultural programs.

Contact: Ceci Medina, Program Coordinator, (213) 860-2452 ext. 584.

Transition Programs and Services for Spanish Speakers
Hartnell College, Salinas, California

Summary: There are five introductory occupational education classes taught in Spanish--welding, computer information systems, auto technology, auto collision repair, and machine technology. Some courses have bilingual instructional aides. The college is currently working on fusing the vocational offerings with ESL, appropriate student service areas, and learning skills in order to develop a comprehensive program. Total enrollment in 1986-87: 271.

Contact: Dean Colli, Dean for Occupational Education, (408) 755-6960.

ESPIGA
Oxnard College, Oxnard, California

Summary: ESPIGA--English Spanish Program of Instruction Granting Access (to the regular program of studies)--offers the monolingual, Spanish-speaking student the opportunity to develop skills in English, as well as to take the college level courses taught bilingually. The Oxnard College bilingual program, established in 1977, has been designed to facilitate the entrance of non-English or limited-English speaking students' into the regular English curriculum. Students can develop skills in the English language as they participate in selected vocational programs, earning credits toward a degree or certificate. Or they can earn credits toward an associate degree in academic programs, once they have mastered certain levels of English proficiency. Each semester, courses offered through ESPIGA are published in the schedule of classes in English and Spanish. Classes in vocational education, transfer level courses, and classes in essential skills make up the ESPIGA program offerings. Classes are offered during the day as well as in the evening.

During the regular registration period, students who are identified as potential ESPIGA students are referred to the ESPIGA coordinator. Students are assisted in completing the necessary applications and forms and given an assessment test for placement in appropriate classes. Because of their limited English skills, LEP students do not go through regular assessment procedures, as do monolingual English speakers. These LEP students are referred to the ESPIGA office for assessment and placement.

The assessment tools used by the ESPIGA program are: the Structured Test--English Language (STEL) and the Nelson Reading Test. The STEL is not used as a diagnostic test; rather, it is used strictly for placement by assessing the student's knowledge of grammatical structures in English. The raw scores indicate which of the four levels of language development the student has achieved and which ESPIGA courses need to be recommended as part of his/her program of study. The Nelson Reading Test is used as a diagnostic tool. The scores indicate grade equivalents and percentile ranks for skills in vocabulary development and in reading. These scores are helpful to the instructor in setting goals and expectations for students. Students who are non-English speakers and know they cannot do any part of the tests are exempted and placed in the first level of language development.These students are assessed at the end of the semester, as are all ESPIGA students, in order to measure progress in English.

In addition to English placement, recommendations are made to students regarding the vocational classes in auto mechanics, agricultural welding and equipment operation, which are taught in a bilingual mode. And as a compliment to the

English classes, LEP students are encouraged to take an appropriate course of "Spanish for the Spanish speaker" in order to review or learn the Spanish language concepts that will facilitate the transfer of these skills to the English language. Occasionally other courses are offered to the LEP students, such as Mathematics 9, History 102, Sociology 108, Speech 1, and Personal Growth 101.

There are various methodologies used to teach bilingual classes. Some instructors begin the semester explaining everything in Spanish. As the semester progresses, less Spanish is used and more English is introduced, ending the semester with the majority of the lectures given in English. Another method is to give the introduction to the class in Spanish, followed by the main part of the lecture in English, and conclude with a review in Spanish. The third method is to alternate languages during the class, with the same explanation in English and in Spanish. Some instructors use Spanish only to clarify a complicated point during class. These methods are often combined in order to better explain the material.

Enrollment in ESPIGA courses began with 95 students in 1977 and rapidly increased to 656 in 1981. Both the college and ESPIGA experienced a decline in enrollment from 1981-83. Since then, there has been an average of over three hundred students participating in ESPIGA. During Spring 1987, 371 students were enrolled in the program.

Contact: Matilde Villalpando, ESPIGA Coordinator, (805) 488-0911, ext. 1947.

Summer Readiness Program
San Jose City College, San Jose, California

Summary: The Summer Readiness Program focuses on Hispanic and Black youth. Instructional periods are organized to include a wider variety of activities than is usual. In addition, much time is spent with vocabulary improvement and study skills and habits, as well as with reading comprehension and writing activities. A counselor also meets regularly with the Summer Readiness group. In the summer program almost 200 students were served, of whom approximately 75 percent were Hispanic.

Contact: Carole Bogue, Assistant Dean, Developmental Studies, (408) 288-3709.

Summer Readiness Program
Bakersfield College, Bakersfield, California

Summary: The purpose of the program is to give a group of students, whose test scores indicate that they are in an academic high risk category, the skills and confidence necessary for academic success. Students are selected on the basis of their scores on the ACT, ASSET reading and English tests administered in the spring, either on the campus or at local high schools. To qualify, students must have scored at the seventh to eighth-grade level in reading and English. Written invitations to participate in the program are issued to students.

The program offers an intense simulation of actual college conditions during the four days and nights of the workshop. During this time, students spend their time on study skills, English, mathematics, counseling, aptitude testing, career-interest testing, guided homework, and physical education.

In Summer 1985, 29 students participated on a pilot basis. For Summer 1986, the number of participants was increased to 52. On the basis of the 1985 pilot experiment, the Summer 1986 program included the following activities not listed above:

- Involvement of nine of the best English, mathematics, and counseling staff;
- Two peer counselors--each of who worked with 26 of the students throughout the 1986-87 academic year;
- Use of resident assistants in the dormitory, including some of the Summer 1985 participants.

Preliminary follow-up data indicate that, of the 52 who participated in the Summer 1986 program, 45 actually enrolled in Bakersfield College in the fall. Of those, 37 completed the fall semester.

Contact: Dan Murillo, Counselor, (805) 395-4532.

New Scholars' Project
Monterey Peninsula College, Monterey, California

Summary: The New Scholars' Project, known locally as the College Readiness Program, is a developmental, academic skills program designed to improve the retention rate of low-income minority, and first-generation college students who will enroll in English, mathematics, and science courses at Monterey Peninsula College (MPC). The program provides developmental classes in the basic skills plus career, academic, and transition counseling. College Readiness courses focus on developing specific academic skills and competencies that these students will need to succeed in more advanced college courses. The program does not duplicate classes offered at Monterey Peninsula College; rather, its classes extend the college's capacity to better serve and educate a significant number of target group, underrepresented students. Some readiness courses are offered as co-requisites with college level courses. College Readiness staff consists of a director, three instructors, one counselor, and one secretary.

Program services provided for targeted students through federal, TRIO, and EOPS funds are layered into the student's total MPC program in order to meet his or her changing academic needs.

> Phase I: A reentry, first-semester program for students with assessed academic needs is offered in basic skill areas of English, mathematics, and science. Assistance with financial aid applications, a college orientation, and career planning is provided.
>
> Phase II: Campus classes to supplement, support, and prepare students for the mainstream transfer and vocational education majors are individually recommended. Courses include an entry-level, study skills course; individualized mathematics; pre-algebra; and a science bridge course. Academic advising and tutorial services are provided.
>
> Phase III: Co-requisite academic support classes designed to generate and promote the critical thinking and writing skills necessary to complete transfer level courses in the major academic fields--*i.e.*, humanities, life science, or physical science--are individually recommended. Tutorial services, academic advising, and transition counseling are provided.

College Readiness uses the following instruments to assess individual academic needs: the McGraw-Hill Wide Range Inventory, the Competencies Based Writing Test (developed by the program's Director and the English instructor), the Competencies Based Math Test (developed by the program's math instructor), the Competencies Based Science Test (developed by the science instructor), and the ACT Career Assessment and Planning test. Each is administered as a pre-assessment test, to determine specific areas of academic need, and as a post assessment test, to measure specific areas of skills improvement and the academic readiness of each student for further college work.

1986-87 Participants' Profile:

- 218 students were served at Monterey Peninsula College.
- 85 percent of these students qualified as low-income, first-generation college students (neither parent had completed a BA/BS degree program).
- 60 percent of the students were Black, 19 percent Asian, 6 percent Hispanic.

1986-87 Academic Success Profile:

- 80 percent of the students served completed their semester studies; 91 percent of these students earned a GPA of 2.0 or better.
- 71 percent of the students completing transfer-level English courses earned a grade of 2.0 or better

- 70 percent of the students completing transfer-level science courses earned a grade of 2.0 or better.
- 65 percent of the students completing transfer-level mathematics courses earned a grade of 2.0 or better.

Three percent of the program's participants were honored with academic scholarships; 37 percent earned places on the college's honor roll. The graduating rate of the participants equals that of the general student body. Fifty percent of the participants who graduated from the program are transferring to four-year schools to complete BA/BS programs.

Contact: Mary Ann Hamann, Director, College Readiness, (408) 646-4246.

Metas Program
Contra Costa College, San Pablo, California

Summary: Metas Program was developed during the spring of 1986 as a collaborative effort between Contra Costa College and the Richmond Unified School District. *Metas* means "goals" in Spanish. The aim of Metas is to create a process for Hispanic students to identify personal, academic, and professional goals. Metas staff and volunteers become enablers for Hispanic students to organize strategies to achieve identified goals. Metas is designed to increase Hispanic student participation at the college from the following groups: "at risk" junior high and high school Hispanic students, drop-outs, recent high school graduates, and returning college Hispanic students. The Metas program components are: Hispanic adult/youth mentors, instructional support program, participation in an interdistrict, concurrent enrollment program with Richmond Unified School District, counseling, and referral to other campus support services.

The Metas writing courses utilize the psycho-linguistic approach to writing and critical thinking. The Metas instructional staff is trained by staff of the Bay Area Writing Project (BAWP), under the supervision of the University of California, Berkeley. In addition, Metas utilizes a curriculum guide from the UC Irvine Writing Project, which develops critical thinking skills applied to composition.

Contact: Louis Murillo, Dean of Business, Arts and Sciences (415) 235-7800.

Math Transition Program
East Los Angeles College, Monterey Park, California

Summary: The Math Transition Program is a partnership between Garfield High School and East Los Angeles College (ELAC). The primary goal of the program is to prepare Chicano students to prepare successfully for college majors that require a strong math background. An integral activity of the program is the preparation of students to complete the Advanced Placement (AP) Calculus tests given by the Educational Testing Service (ETS). A score of 3 or better (out of a possible 5) qualifies high school students for one year of college credit in calculus. As of the Fall 1987 semester, 313 Garfield students were taking either algebra, trigonometry, geometry, analytic geometry, or calculus courses taught by Jaime Escalante, Ben Jimenez, and Angel Villavicencio. This trio of math teachers, joined by Ruby Millard, an English teacher, compose the professional instructional staff of the program. They are assisted by student tutors, who are qualified high school juniors and seniors. The program is coordinated by George Madrid, Director of Transition Programs, at ELAC.

Instruction consists of four components: (1) daily classroom instruction, (2) after-school voluntary study at Garfield, (3) Saturday classes, and (4) a summer program at ELAC. The total program receives funds from various sources: East Los Angeles College, the ARCO Foundation, the Community Service Organization (CSO), and the Ford Foundation. Generally, the program has had such great success that many have thought it unbelievable. In 1982, the Educational Testing Service (ETS) accused 14 of the 18 Garfield High School students who took the AP Calculus test of cheating. Twelve of them repeated the test and all of them passed. Now the Garfield High School students go into the testing room chanting, "Beat ETS! Beat ETS!"

The program seeks to stimulate minority high school students who have expressed an interest in mathematics, science, and engineering to pursue professional careers. This is accomplished by improving the quality of their pre-college readiness for academic work in mathematics, and by giving the students college-level advanced placement examinations while they are still in high school. Students are also encouraged to take science courses, and increasing numbers are taking the AP tests in biology, chemistry, physics, and computer science. This year, an English teacher is working with the mathematics instructors to help students improve their writing skills. This will provide greater academic balance.

The focal point of the program is Jaime Escalante, a Bolivian immigrant, who was a celebrated teacher in his native country. There is no magic in Escalante's methods. He strongly believes that Chicano/Latino students can learn if the classroom is fun and if the teachers really care. Escalante is truly a master teacher, he is organized, creative, and works many long hours. Self-discipline is emphasized as well as concern for the individual. The after-school study component offers one-on-one assistance from the teachers, and Escalante makes certain that milk and a snack are always available for the students. Often, teachers and students are on campus until six in the evening. Escalante has a sense of humor, which is emphasized when he uses cartoons or his "toys" to demonstrate a mathematical concept or process. He plays classical music during examinations in his classroom. The students are rewarded with athletic "letter" jackets that have the school emblem and "AP Calculus" emblazoned on the back. Escalante also arranges for monthly guest lecturers from businesses, universities, and public agencies. He maintains close communication with the high school counselor, who serves as the college advisor for all Garfield students, in order to monitor the students' progress regarding college admissions procedures.

The students are "ordinary, average" teenagers from the junior high schools which feed into Garfield. The Transition Program Director and the math teachers visit the junior high schools, confer with teachers and counselors, and make homeroom presentations regarding the program. Interested students complete an application, and program staff visit their homes to discuss the program with parents. All students who complete an application are accepted into the program, which they enter through the Summer Mathematics Enrichment Program, preceding their first year at Garfield. Garfield is a three-year high school.

The summer component is conducted at East Los Angeles College for seven weeks, four hours a day, Monday through Friday. Classes are offered in trigonometry, mathematical analysis, algebra, and pre-calculus. The courses are offered on a noncredit basis through the college. In addition, the program provides career and academic counseling, guest lectures, and field trips. Participants who qualify through low-family income are provided 25 hours of work per week as paid tutors, working on the ELAC campus or in the community through the Summer Youth Employment Program (SYEP). SYEP is a federal program administered through the U.S. Department of Labor. Breakfast and lunch are provided through ARCO and the U.S. Department of Agriculture. Classes begin at 7:30 in the morning and the students report to their jobs in the afternoon. Last summer 450 students participated in this component of the program.

The Saturday component is conducted during the academic year. The English class is offered on Saturdays, as are the math-enrichment classes that support the daily curriculum. The math classes are preceded by breakfast and run for three-and-a-half hours. The English class is offered in the afternoon. Currently, 372 Garfield students are attending the Saturday component.

The traditional mathematics curricula has not been significantly changed, although one teacher stated that it was possible to take the essential elements of geometry and teach them during the seven-week summer program component. The instructors also advocate taking Algebra I and II before taking Geometry. The pivotal teaching strategy of the program is to begin each class with a short quiz, to conduct regular examinations, and to prepare for the AP test by using previous AP tests. All of these familiarize the students with test taking and help reduce anxiety. Secondly, the teachers inculcate a team spirit among the students. Taking the AP test appears to be analogous to playing a rival in football. And more importantly, the students know that the teachers believe in their intellectual ability and are concerned about them as individuals.

The results speak for themselves. Garfield High School ranks fifth in the nation in the proportion of students (73%) who pass the Advanced Placement Calculus tests for college credit. Only about 1 percent of high school students nationwide take the three-hour tests. In 1987, Garfield accounted for more than 17 percent of all Latino students in the country who took the AP calculus tests (Los Angeles Times, December 1987). In 1982, eighteen Garfield students took the AP test. This year (1988) the goal is 150 students.

Funding for the total program is pieced together like a collage. Although several sources provide funds, the allocations are relatively small and per-capita costs always seem to increase from one year to another. Students in the AP calculus course use three books costing $150 per set. It seems as if the Director of Transition Programs is always trying to scrape together funds from one source or another.

Future plans for the program include expansion to a second high school, and increased programs at ELAC to assist the Math Transition graduates to further develop their skills in English, science, and personal self-esteem. About 45 percent of the Garfield students attend ELAC after high school graduation.

Contact: George Madrid, Director, Transition Programs, (213) 265-8711.

Puente Project
California Community Colleges and the University of California
University of California, Berkeley, California

Summary: *Puente* means "bridge" in Spanish, and the Puente Project has demonstrated for five years that when bridges are built between community colleges and the Mexican American community, Mexican American students achieve academic and career success. Puente is a one-year writing/counseling/mentoring program for Mexican American students. The program is operating in fifteen California community colleges. Student participants are completing their community college programs and are transferring to universities.

Puente relies on the direct support and involvement of the Mexican American community. Over 400 mentors from the Mexican American professional community have donated 11,000 hours to Puente students. Judges, lawyers, psychologists, accountants, reporters, university administrators, council and school board members, doctors, scientists, and business people provide a model of commitment to the community, showing students that success is possible without having to abandon cultural identity.

Puente's goals are to reduce the number of Mexican American students who drop out of community colleges and to increase the number who transfer to four-year colleges and universities. Puente meets its goals by selecting teams made up of one English teacher and one Mexican American counselor per program, and training them in writing methods based on the cultural values and strengths of Mexican American students. The teams then begin Puente Projects on their campuses. They select students and mentors, and pair students with mentors, according to the students' personal and career interests.

Over 90 percent of the Puente students are Mexican Americans who were born in the United States and attended California public schools. Before Puente, few had planned to transfer to four-year colleges and universities. Although they were enrolled in community colleges, their writing scores before Puente did not allow them to enroll in a transfer-level English class in college.

Puente students take two English courses--the first an entry-level writing class, and the second, English IA, the transfer composition class. A crucial component of the program is that the same students remain with the same Puente teacher for the entire two-semester sequence. The Puente Project utilizes a process-centered approach in teaching composition. This approach includes group work with the objectives of developing fluency, alleviating writing anxiety, and initially emphasizing content rather than grammatical correctness. Culturally relevant topics and discussions with mentors provide experiential material for writing assignments.

The Puente counselor meets with the students on a regular basis, both in and outside of the English class, monitoring their academic progress and their work with mentors. In addition, the Puente counselor helps the students set career goals, choose appropriate courses, and prepare to transfer to a four-year college or university. The mentoring component requires students to spend a minimum of eight hours each semester interviewing their mentors. Mentors share personal, academic, and career advice; they introduce students to their colleagues; they invite students to professional conferences and work-related activities. The key to Puente's instruction is the formation and training of instructor/counselor teams.

Since its inception in 1982 as a pilot project at Chabot College, Puente has enrolled over 1,400 students. Five hundred students are currently enrolled in Puente Projects in fifteen community colleges. Seventy percent of the Puente students who completed the 1983-84 program are still enrolled in either community colleges or four-year institutions. Fifteen percent of the Puente students from the 1983-84 programs already have transferred to four-year colleges and universities. The transfer rate for all community college students is only 3.2 percent. An evaluation by the University of California, Berkeley, funded by the BankAmerica Foundation and conducted in 1984, shows that Puente students' writing skills, course completion rates, and grade point averages improved at a statistically significant rate. A 1987 writing assessment showed that Puente continues to be successfully replicated at new college sites.

Puente programs are located in the following colleges: Chabot, Cerritos, East Los Angeles, El Camino, Evergreen Valley, Fresno City, Gavilan, Laney, Ohlone, Rancho Santiago, Rio Hondo, Sacramento City, San Bernardino Valley, San Joaquin Delta, and Santa Rosa.

The Puente Project is sponsored jointly by the University of California and the California Community Colleges, and co-directed by Felix Galaviz and Patricia McGrath. Administratively, Puente is housed within the University of California at Berkeley. Puente has an Advisory Board representing the Mexican-American community, educational institutions, and the business community. All training prior to the establishment of a Puente Project on a community college campus is conducted through the central office in Berkeley.

Contact: Felix Galaviz or Patricia McGrath, Co-Directors, (415) 643-6648.

5 Summary of Findings

Thrust of Programs in Other States

The nineteen programs that were identified as a result of the national computer search were primarily oriented in purpose and function to noninstructional support services aimed at access. With the exception of the Transfer Opportunity Programs, most of the programs identified were begun in the 1970s and terminated within a few years. Often this was due to termination of grant funds, and it is assumed, lack of institutional support. Support service programs often develop curriculum with a focus on self-esteem, guidance, and basic skills courses. However, it was evident that learning/teaching strategies as related to Blacks and Hispanics were not central to the process of curriculum development for these programs. On the other hand, the instructional programs that were self-reported in the California community college survey utilized several different support services. Ordinarily, instruction and support services are integrated into any program for nontraditional students. The results of this study demonstrate that both instruction and support services are always present in successful programs. It is the emphasis given to one or the other that determines a program's essential nature.

Of all the programs identified through the computer search, the Durham College Mastery Learning Program was the most appropriate in relation to instructional strategies, as Durham had a predominately Black student body. Unfortunately, the program was terminated; "because of the loss of accreditation and the subsequent loss of crucial funding, Durham College was compelled to cease instruction as of December 31, 1979" (see Abstract). However, it is noted that mastery learning techniques have been successfully employed in other community colleges where there are significant numbers of Blacks and Hispanics. These techniques usually have been utilized in a homogeneous manner with all students who require basic skills instruction. Culturally based, cognitive learning/ teaching styles have not been central to the mastery-learning process.

In those cases where institutional self-studies were conducted, the specific needs of minority groups are addressed only briefly. Unfortunately, the two examples identified through the computer search typify many institutional self-studies, which investigate a myriad of variables related to the total college curricula, but devote only one paragraph to the particular learning strategies related to ethnic, minority groups. On the other hand, the two self-studies identified in the California community college survey focus specifically on ethnic minorities. This new focus is one of the more positive changes that occurred between the 1970s and 1980s.

Ethnic Studies Programs

During the 1970s, ethnic studies programs were established to provide a foundation for academic research and teaching specifically directed at ethnic minorities in the United States. A secondary function of ethnic studies was to bolster the self-esteem of ethnic minority students by providing interpretations about their ethnic heritage and current lifestyles. The tertiary purpose was to educate Caucasians regarding ethnic minorities. Even though some ethnic studies programs sponsored the development of curriculum materials that could be used in community colleges or in elementary and secondary schools, ethnic studies departments did not necessarily direct resources to investigate teaching learning strategies for minority students. This research function was seen to be more appropriate to schools of education at the university level. Currently, some ethnic studies departments have begun to use developmental, instructional strategies in an effort to strengthen the basic skills of the students enrolled in their courses. However, it is not necessarily the case that only Black and Hispanic students enroll in ethnic studies courses or that the instructional techniques utilized are chosen primarily for their effectiveness in teaching Blacks or Hispanics.

Support Services Programs

Three types of programs were included in this study that are not fully pertinent to its purpose. However, they are representative programs from the 1970s and 1980s whose purpose was to provide a successful college experience for Blacks and Hispanics. These programs are transfer, career education, and English as a Second Language (ESL). In the current study of California community colleges, career education and transfer programs were not reported. These are clearly understood to be support service programs, even though they may include some type of instruction. The ESL programs serve a clientele, many of whom are Hispanic, which is usually an immigrant population. This study is focused on the native born Hispanic population, which historically has been underrepresented in postsecondary education. Curiously, second language acquisition programs generally do not use culturally related learning strategies. Both of the papers identified in the computer search present various theoretical phases of the evolution of language acquisition from bilingual/bicultural programs to transitional ESL programs. Current programs such as ESPIGA follow similar language acquisition methods, but with ESPIGA the key difference is that Oxnard College has numerous bilingual faculty who assist students in a wide variety of transitional and mainstream courses.

Following a different direction, career education and transfer programs developed various types of curricula as an adjunct to support service programs. For example, many of these programs describe their curricula as "decision-making" or "to provide an honors program in the liberal arts and sciences for above average students" or "to design a two-year, integrated, interdisciplinary curriculum centered on language use" (see Abstracts). The Bridge Project at Baltimore Community College linked secondary schools, community colleges, and four-year universities for transfer purposes. Instruction was only a small part of the whole project. Most of the effort and time was spent on coordinating the ten participating institutions in order to establish transfer systems. Current transfer programs appear to follow the Bridge Project model, which does not include instruction, but rather focuses on systems and networks. Career education and transfer programs were not included in the Fall 1987 survey.

Current Community College Programs

As a result of the Fall 1987 survey of California community colleges, nineteen programs were self-identified as one that address the learning needs of Black and Hispanic students. However, what was reported in most cases, were programs designed for any student with academic deficiencies, and due to geographic location, served Black or Hispanic students. For the most part, the community college programs identified in the survey were not constructed or implemented specifically for Blacks or Hispanics. The current program models parallel the programs of the 1970s in that they include basic skills development, language acquisition, readiness, early outreach, ethnic studies, bilingual/bicultural methodologies, vocational education, and English and math proficiency. Some of the differences between the programs identified in the computer search and those of the California community colleges are that the latter include a more specific focus on Blacks and Hispanics; a greater emphasis on instruction rather than on support services, a more central use of technology; an increased utilization of structured teaching/ learning techniques, including packaged courseware; the application of programs to specific vocational instruction; and the beginning of early readiness through partnership programs with junior and senior high schools . Generally, basic skills and language acquisition models are the most common types of programs currently functioning.

Even though it is clear that several programs have been successful in teaching underprepared Blacks and Hispanics, there were no programs exclusively created and directed to the instruction of Blacks, although the New Scholars' Program at Monterey Peninsula College might be considered to fall into this category. There were only two such programs targeted for Hispanics, the Puente Project and the Math Transition Program at East Los Angeles College (ELAC). Several of the prominent characteristics of these two programs are similar:

- Instructors in these programs are "hand picked" for their classroom success with students;
- Instructors believe in the ability of Hispanic students to learn;
- Instructors possess the ability to motivate students;

- Instructors demonstrated concern for the individual student; and
- Instructors are willing to work extra hours.

In addition, it is desirable that the staff of these programs be Hispanic. The Puente Project model requires that the counselor be Mexican American. This provides ethnic identification between the counselor and student, presents a successful academic role model from the student's ethnic group, and in those cases where the English instructor is Caucasian, it provides students with a daily example of positive cooperation and collegiality between two professionals from different ethnic backgrounds. A high level of organization and structured teaching techniques were found in both programs. The use of culturally oriented teaching strategies are evident in the Puente Project's emphasis on small groups, and through the one-to-one sessions with the mentor, the counselor, and the instructor. The small work groups also reflect the Mexican cultural concept of cooperation rather than competition. In addition, basing the topic content for assignments on the students' experiences allows them to first verbalize their ideas and then translate them into writing. When all of the teaching/learning strategies employed by the Puente model are united with the various support services provided by the Puente program, they create a very effective instructional vehicle.

The ELAC Math Transition Program is focused primarily on the relationship between the teacher and the student, and the student's desire to participate in the program. The program does employ ethnically related teaching strategies such as small groups and cooperative learning processes. However, the emphasis is clearly on the dynamic of student motivation. The three teachers all have a personal knowledge of the students' home situation. They visit the students' homes in order to work together with the parents to encourage and support their children's efforts. The students sign a contract before they begin the Advanced Placement Calculus classes that states: "Every student will bring GANAS to the class which is essential if he or she is to be successful in this class." According to Jaime Escalante, "ganas means to decide to learn" (L.A. Times, December 1988). Teachers and students understand that there is no magic solution to teaching/learning mathematics. They appreciate that it takes desire, discipline, determination, and hard work; and that by working together, they can make the process enjoyable and productive.

6 Conclusions From the Study

Limitations of Basic Skills Programs

Considering the results of the Fall 1987 survey and the continuing withdrawal rate of Blacks and Hispanics from California community colleges, it is concluded that the instruction currently offered in the community colleges does not directly address the problem of underprepared Blacks and Hispanics in postsecondary education. The low completion rate for AA/AS degrees and the low number of students who transfer to four-year institutions testify to a continuing problem within the community college sector. In actuality, the problem is becoming more severe due to the increased high school dropout rate. Certainly, instruction is not the only component of the community colleges that must address this issue; however, instruction is the component that has rarely addressed the issue in a direct manner. Most colleges have dealt with Black and Hispanic underpreparation indirectly through the development of basic skills instruction. Nearly every community college now offers some basic skills courses, and several campuses have elaborate basic skills programs. Curriculum development for basic skills instruction began in the late 1960s and continues today. However, as evidenced in the survey conducted for this study, basic skills curriculum developers have not considered the cognitive learning styles of Blacks and Hispanics. In addition, during the last twenty years, the enrollment and completion rates of Blacks and Hispanics have increased and decreased without any apparent relationship to instructional programs. These fluctuations in enrollment and completion rates are usually attributed to socio-economic and/or recruitment factors. Therefore, it appears that the typical institutional approach to resolving Black and Hispanic underpreparation--*i.e.*, through basic skills instruction--has had no measurable impact on Black and Hispanic students.

The Need for Instructional Alternatives

Since basic skills instruction has not been as effective as anticipated, alternatives must be considered. The survey conducted for this study clearly demonstrates that only a few instructional alternatives are available to today's Black and Hispanic students. What impact will these innovative programs have on the individual student and on the community college system? One of the program outcomes for the Puente Project is that "fifteen percent of the Puente students who completed the 1983-84 program transferred to four-year colleges and universities. The transfer rate for all community college students is only 3.2 percent" (Puente Information Summary, September 1987). Puente directly addresses the problem of Hispanic underpreparation in English composition skills through the use of several culturally related teaching strategies developed from a knowledge of the cognitive learning styles of the Mexican-American student. Puente students are selected on the basis that their writing scores before Puente are below the required level which would allow them to enroll in a college, transfer-level English class. Teachers and counselors are then matched with students so that teaching/learning styles are synchronized. The main result is that Hispanic students learn to write at an acceptable college level. This may lead to many other academic successes, such as transfer to a four-year college or university.

A similar situation exists in the ELAC Math Transition Program. The success rate of this program is legend. College Board figures for 1986 show that, nationally, Garfield High School accounted for more than 17 percent of all Mexican American students who took either the AB or BC form of the test in calculus. Garfield students comprised 24 percent of all those Mexican Americans who passed the AB test and 32 percent of those who passed the BC test. This program is based not only on the determination, motivation, and hard work of the Hispanic students and faculty, but also on the firm belief that Hispanic students are intellectually capable of a high degree of abstract, logical analysis.

Both of these programs are in the process of being replicated. Puente, initially begun at Chabot College, is now functioning on fifteen campuses. Initial training for Puente is conducted through the project offices in Berkeley during a two-week summer residential program for teams of counselors and English instructors. During the academic year, training is continued through various regional meetings. The ELAC Math Transition Program is being expanded at Garfield High School, and the ELAC Director anticipates that a second high school will be included in the near future, if funds can be obtained. Many might hesitate to develop a similar mathematics program because they assume that the program is dependent on the excellent and dynamic teaching of Jaime Escalante. Although Escalante is a rare individual, there are two other excellent teachers working with him who also contribute to the success of the program. The three work as a team in their approach to instruction. Both Puente and the ELAC Math Transition Program are successful in their outcomes, and they can be replicated.

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RECOMMENDATIONS FOR ACTION FROM THE STATEWIDE INVITATIONAL SYMPOSIUM ON THE ENROLLMENT, RETENTION AND TRANSFER OF MINORITY STUDENTS

Abstracted For

Affirmative Action at the Crossroads:
A Manifesto for Change

September 26 - 27, 1986
San Jose, California

Sponsored By:

Board of Governors
California Community Colleges

Background On the Symposium for the Enrollment Retention and Transfer of Minority Students

In March 1985, the Board of Governors heard a special report, *Preparation and Participation of Hispanic and Black Students*, as a part of the Chancellor's Report which identified the growing concern regarding significant underrepresentation and underpreparation of minority group students -- particularly Hispanics and Blacks -- at several levels of education. At that same meeting, the Board also reviewed an updated enrollment report which indicated that while community college enrollment loss overall for 1984-85 was six percent, losses among Black and Hispanic students were considerably higher and at eight inner city, high minority enrollment colleges, the average loss was 20.05 percent. These enrollment reductions followed significant decreases among all community college students in 1983-84 (ten percent), but, again, with the greatest losses concentrated among Hispanic and Black students.

In response to the staff report, the Board of Governors acted to sponsor a statewide invitational symposium designed to study the issues at hand and develop a Board plan to address the enrollment, retention and transfer of minority students in the community colleges.

On December 13-15, 1985, one hundred-ninteen individuals attended the invitational symposium at the Kellogg West Conference Center in Pomona, California. These individuals represented all segments of public and private primary and post-secondary education in California. In addition, representation from private industry, community based organizations, advocacy groups and related educational agencies were also present. National representation, while limited, was also included. Out of the Symposium process five major topic areas emerged which were deemed crucial to the enrollment, retention and transfer of minority students, including student outreach, the establishment of uniform and clear articulation of faculty expectations and academic standards, provision of student support services, establishment of academic and other agency partnerships and instructional commitment.

A full report with extensive discussion and background about these five areas will be presented at the next Board of Governor's meeting scheduled for October 30-31, 1986. While the full report cannot be made available at this conference in advance of Board approval, in keeping with the spirit of this conference, the Chancellery has abstracted in matrix form, the recommendations section for your review. This material is offered with two important caveats: 1) this information represented direct recommendations from conference participants and lacks the contextual background of the full report; and 2) Board endorsement of the report, while anticipated, has not been obtained.

If you would like to receive copies of the full report, a form has been attached at the end of this document which you can mail directly to the Chancellery.

Best Wishes For A Successful Conference!

Joshua L Smith

Joshua L. Smith
Chancellor

SUMMARY OF RECOMMENDATIONS FOR ACTION
FOR ENROLLMENT RETENTION AND TRANSFER OF MINORITY STUDENTS

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizat-ions	Business and Industry	Other
A OUTREACH - improve the public perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities							
A1 Prioritize access as a primary goal of the community colleges' mission statement	X						
A2 Establish broad-based advisory groups at state and regional levels to provide on-going leadership and advisement concerning educational needs of underrepresented students	X	X	X	X	X	X	
A3 Develop and implement a statewide public relations and outreach campaign through print and broadcast media	X						X
A4 Coordinate outreach efforts with community based organizations (CBO)	X				X		
A5 Cultivate on-going communication and linkages with CBO through establishment of CBO consortia funded by the State	X				X		
A6 Establish permanent CBO advisory committee on each campus	X				X		
A7 Provide an annual progress report on community colleges-CBO linkages to the Chancellery	X				X		
A8 Promote categorically funded and exemplary student support programs which provide culturally and linguistically appropriate services to special populations	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
A9 Devise an outreach plan to business and industry with the intent of developing joint educational and job training programs for Black and Hispanic population groups.	X						
B UNIFORM AND CLEAR STANDARDS - develop a set of clear expectations for all students in areas such as: course prerequisites, basic skills, academic progress and probation/dismissal standards.							
B1 Request Legislature to establish statewide intersegmental council on minority higher education to determine standards for admissions and transfer requirements to all segments of postsecondary education.	X		X	X			X
B2 Develop a guide or handbook outlining student expectations, opportunities and obligations within the community colleges; information directed toward special populations; and disseminate to individuals through campuses, community-based organizations and mass media.	X						
B3 Develop culturally and linguistically appropriate statewide assessment instruments for testing Black and Hispanic students.	X						
C SERVING STUDENT NEEDS -- Emphasize, redirect and increase both educational and support services for students to ensure the retention of minority students who, through appropriate assessment and placement, may then be able to succeed at the same time that rigorous academic standards are also implemented.							

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
C1 Recruit, hire, promote and tenure more Black and Hispanic faculty, staff and administrators	X						
C2 Provide professional development and cultural awareness training for faculty and staff in all postsecondary education segments. (Training to be conducted by teams of community college and UC/CSU faculty trained in classroom dynamics and sensitivity to cultural and linguistic concerns of minority students.)	X		X				
C3 Coordinate early outreach visitations to junior and senior high schools with teams from two- and four-year postsecondary institutions to communicate academic expectations for success in college	X		X				
C4 Implement effective matriculation and assessment programs which incorporate prescriptive support systems and consistent advisement for the duration of the student's academic career							
C5 Fully fund intersegmental transfer centers on each campus to deal with student transfer and retention problems	X		X				
C6 Develop early warning/alert systems with appropriate support services (e.g., tutoring, student mentoring, counseling, etc.)	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
C7 Establish programs on each campus which acknowledge the academic achievements of minority students	X						
C8 Initiate and develop legislation to fully implement a matriculation plan, which embodies performance-based (student outcome) fiscal incentives to improve Black and Hispanic retention and transfer	X						
C9 Expand matriculation program concept into the four-year postsecondary institutions			X	X			
C10 Sponsor informational workshops for counselors and advisors regarding available financial aid information and data	X	X	X	X			
C11 Coordinate transfer information workshops with CSUC, UC and private, independent colleges and universities	X		X	X			
C12 Computerize scholarship information and needs assessment instruments for intersegmental utilization	X		X	X			
C13 Offer job market preparation curricula which includes orientation to world of work, career ladder expectations and personal investments	X						
C14 Integrate minority students into all academic and vocational programs	X						
C15 Define student expectations and develop effective programs to meet educational needs of Black and Hispanic students	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
C16 Develop training programs for recruiters to conduct outreach efforts in minority communities	X						
C17 Establish intersegmental and community advisory boards to provide ongoing advisement and leadership	X	X	X	X	X	X	X
C18 Schedule courses at times and places convenient for Blacks, Hispanics and other students (consider late afternoon, evening and Saturday classes on-campus, at worksite or in the community)	X	X	X	X	X	X	X
C19 Examine every point of contact between the new student and the campus and direct all resources toward fulfilling obligation to involve the student as a human being	X						
C20 Provide student orientation seminars pertaining to those life skills necessary to succeed in community college, including financial or debt management, time management, study skills, test-taking, note-taking, etc	X						
C21 Award adequate financial assistance packages to economically needy students	X						
C22 Involve faculty to participate in academic advisement activities to improve Black and Hispanic student retention and success	X						
C23 Develop pre-enrollment programs residential if possible, which include constant area classes with low faculty/student ratio, intensive academic counseling, peer counseling and monitoring	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
D PARTNERSHIPS - Improve the efforts between the different educational systems aimed at increasing the transfer rates of minority students from high schools to community colleges and from community colleges to four-year colleges and universities. Support partnerships between institutions in different systems; encourage reciprocal agreements on acceptable courses and programs, and the creation of widely accepted common curricula.							
D1 Allocate funding for joint faculty-to-faculty (instructors and counselors) projects and professional development, which address student competencies needed for academic success and accompanying strategies, including curriculum design, alternative methodology, creative use of SB 696, cultural awareness, etc	X		X	X	X		
D2 Develop, conduct and evaluate intersegmental strategies to increase the numbers of Black and Hispanic transfer students.	X		X	X	X		
D3 Request State funding for the expansion of existing transfer centers programs with special provisions to increase Black and Hispanic transfers	X						
D4 Articulate standards to measure student outcomes and define educational quality and effectiveness	X		X	X			

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
D5 Encourage intersegmental academic senates to coordinate regard and timely meetings of faculty from specific disciplines to develop a core curriculum for transfer	X		X	X			
D6 Convene interdisciplinary symposia for appropriate groups of faculty, administrators and student services personnel in all educational segments to meet on a regional level (based upon ACCCA-10 structure) to discuss common curricula, student services and administrative issues related to Black and Hispanic enrollment, retention and transfer	X	X	X	X			
D7 Establish intersegmental board to provide leadership and coordination of efforts to improve the educational position of underrepresented students in postsecondary education	X	X	X	X			
D8 Form consortia to assist in the development of student support services (i.e., financial aid, career advisement, orientation, housing, learning centers, recruitment of minority students, faculty, staff and administrators, etc.) at private instituions	X			X			
D9 Provide funding, consultation and director of model programs to consortia of community-based organizations at local and state levels	X						

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
D10	Offer cross-cultural awareness and cross-cultural communications curricula suitable for business and industry needs	X						
D11	Initiate faculty job sharing programs with business and industry where private sector loans an employee to provide instruction in the community college (similar to loaned executive program).	X					X	
D12	Arrange job training and employment programs between community colleges and local business and industry which target eventual hiring of Blacks and Hispanics from the community college service area.	X					X	
D13	Develop marketing strategies for outreach to business and industry which include: • designating local campus responsibility for business and industry outreach • assessing the needs of industry through direct contact and analysis of economic and labor forecasts and data • developing programs for ethnic and language minority employees, which may include basic skills, job skills upgrading, vocational education, English and writing development, English as a Second Language, etc	X					X	

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
D14	Issue policy statements concerning joint K-14 articulation projects	X	X					
D15	Plan and execute intersegmentally coordinated outreach and recruitment efforts to minority communities	X	X	X	X			
D16	Adopt policy mandating cooperative ventures in early outreach to Black and Hispanic community college students - partnerships will occur at the local administrative, instructional and student services levels, and be ratified by local governing boards	X		X				
D17	Encourage intersegmental establishment of: • faculty exchange programs • joint curriculum committees to develop curriculum and course articulation • on-going staff development and cross-cultural training as they affect pedagogy and methodology of educating Black and Hispanic students	X		X				
D18	Communicate recent findings in research and curriculum development in discipline areas as they impact on Black and Hispanic students to community college faculty through seminar series	X		X				

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D19	Designate transfer articulation responsibility to a specific individual at each community college and four-year institution.	X		X				
D20	Facilitate face-to-face discussion at departmental level between community colleges, four-year institutions and high schools to address curricular matters and special needs of Black and Hispanic students.	X	X	X	X			
D21	Discuss the establishment of transfer articulation programs with University of California for the express purpose of facilitating transfer of Black and Hispanic students.	X		X				
D22	Establish a joint vocational education task force to study bilingual instructional needs (I.E. Bilingual vocational education programs, bilingual vocational teacher competencies, minority student needs for Bilingual Vocational Education, establishment of incentives for teacher certification.)	X	X					
D23	Disseminate existing and relevant information regarding vocational education curricular goals and objectives, job demand trends, career options, resource centers and articulation efforts between K-12 and community college vocational education programs.	X	X					

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
E INSTITUTIONAL COMMITMENT - Commitment to improving minority student recruitment and retention by colleges, districts and the system must be demonstrated not only in developing policies butby allocating staff and resources to those areas of the institution most impacted by the needs of ethnic and language minority students							
E1 Urge chief executive officers to commit human and fiscal resources, accountability and outcome measures on each campus to improve the enrollment, retention and transfer of Black and Hispanic students	X						
E2 Strengthen campus affirmative action with: • incentive models • full-time hiring after turnover • developing eligibility pool of Black and Hispanic candidates • recruiting minority candidates • supporting Black and Hispanic faculty and staff	X		X	X			
E3 Develop programs recognizing academic achievement of Black and Hispanic students, which may include the reduction of fees commensurate with student GPAs.	X						
E4 Mandate linkages with community-based organizations in the mission statement.	X						
E5 Establish accreditation standards based upon community college-CBP relationships as defined in the mission statement.	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E6 Designate appropriate staffing (which would include a marketing-outreach director and trainer) on each campus who would be responsible for outreach and recruitment efforts to minority communities and also coordination of recruiter training and development of student mentoring programs	X						
E7 Provide financial and other incentives to faculty and staff for providing support, academic advisement and outreach activities to underrepresented students.	X						
E8 Award scholarship funds in proportion to the number of community college students transferring to their respective institutions.				X			
E9 Advocate for new monies to fund state and local consortia arrangements which expand traditional relationships of community colleges and community-based organizations	X						
E10 Provide local and state funding for programs which develop faculty relations with community-based organizations	X						
E11 Disseminate information about exemplary projects and program practices through VEA and EOPS special projects and other funds (e.g. curriculum adaptation models for ESL and VESL, etc.)	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
E12 Direct the University of California to take a proactive role through its professional schools to assist community colleges by providing projective analyses for the purpose of business forecasting to shape public policy and to host follow-up conferences to present those findings			X				
E13 Identify and prepare Black and Hispanic community college students for potential management positions in business and industry (i.e., mentor program).	X						X
E14 Support transfer centers and specially funded programs on an incentive basis (performance or outcome-based funding) to increase Black and Hispanic enrollment, retention and transfer.	X						
E15 Factor student affirmative action goal achievement into the departmental budgeting process on each campus.	X						
E16 Mandate development of minority teacher training programs with loan forgiveness feature based on National Defense Student Loans and military medical training models.	X		X				
E17 Seek additional funds to improve the educational status of minority students in the community colleges.	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E18 Commit resources to recruit and assist Black and Hispanic transfer students			X				
E19 Identify transfer barriers and provide solutions	X						
E20 Hold institutions responsible for aggressive recruitment, hiring, promotion and tenure of Black and Hispanic faculty, staff and administrators by: • establishing two-to-five year goals which reflect the demographics of the state; • allocating discretionary funds to local boards, districts and/or college campuses who achieve their projected affirmative action goals • subjecting to systemwide review those institutions who fail to meet these goals	X		X				
E21 Implement early identification programs on each campus to identify students for future faculty, thereby increasing the eligibility pool of minority candidates.	X		X				
E22 Request allocation of funds from State in next budget cycle to immediately begin efforts to improve the enrollment, retention and transfer of minority students	X		X				
E23 Adopt comprehensive institutional policy resolutions regarding the retentiona nd promotion of minority faculty	X	X	X	X			

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community Based Organizations	Business and Industry	Other
E23 Adopt comprehensive institutional policy resolutions regarding the retentiona nd promotion of minority faculty.	X	X	X	X			
E24 Allocate discretionary funds with the specific intent of providing release time to minority faculty to conduct research and participate in non-teaching activities in support of minority student retention.	X	X	X	X			
E25 Allocate ADA growth funds to community colleges that exceed their enrollment cap as a direct result of minority student outreach efforts.	X						

CALIFORNIA FACES...CALIFORNIA'S FUTURE--A BLUEPRINT FOR WHOM

Edison O. Jackson, Ed.D.
President
Compton Community College

Paper Presented at the 1989
Transfer and Articulation Conference
May 2, 1989
Sponsored by the
Intersegmental Coordinating Council
Newport Beach, California

California Faces...California's Future--A Blueprint for Whom?

Thank you, Connie Anderson, for that kind introduction.

My colleagues and friends, I understand that you have had a stimulating and informative conference sponsored by the Intersegmental Coordinating Council. The issues and topics that you have discussed and/or heard discussed will help to form and frame the work that we must do to insure that access and equity become truly the mainstay of our educational institutions in this state.

I also wish to commend the staff and members of the Intersegmental Coordinating Council for the fine work that they have done in asking the appropriate questions about how we can improve all of education in this state while using its resources to seek answers to the same. Without your foresightedness and commitment to access and equity, we as a collective educational establishment could not have made the progress that we have achieved.

Your theme, "The Master Plan for Education in the Next Quarter Century," is very timely in view of the recent release of the final report by the Joint Legislative Committee. I wish, then, to give particular thanks to those who contributed to creating this document that has life, spirit and vitality of its own. The hopes and aspirations of many Californians to participate more fully in "the good life" rest upon the ability and commitment of the policy makers to make this report a reality.

This document calls for some new ways for the educational institutions in this state to respond to the new cultural diversity exploding in California. I must say that educational reform, over-all, is a good idea which seems to be generally accepted; however, I think that we need a particular kind of comprehensive, structural reform rooted in an awareness of the current realities of our social, economic and political environment. We must have a vision that is consistent with the realities that we face today. Today's realities include the large number of low income, minority and underrepresented students who often come from circumstances that do not always support today's prevailing approaches to education.

As a basis for my talk, which is to speak to the Master Plan reports, California Faces...California's Future:Education for Citizenship in a Multicultural Democracy, I wish to preface these remarks with some of the current realities that we face and bring some reality testing to my discussion.

The educational foundations of our society are presently being threatened by a rising tide of mediocrity that threatens our very existence and future as a people and nation. Moreover, those gains made in student achievement during the sputnik challenge era have been eroded by a rising tide of complacency and indifference. In addition, we have dismantled those essential and necessary support systems which assisted us as a nation to achieve high levels of excellence. No longer do our schools and colleges contribute to the well-being of the masses nor do we have the enormous sense of pride in these institutions that have historically framed our actions. We, in effect, have been committing an act of unthinking, unilateral educational disarmament.

Moreover, we have lost our vision and perception of the basic purposes of schooling and the high expectations and disciplined efforts needed to attain them. It is clear that we must reform our educational process in fundamental ways as well as renew our commitment to making our schools and colleges of high quality. Given the multitude of often-conflicting demands that we have placed upon our schools, especially the urban ones, the educational institutions' task is enormous to say the least. They are routinely called upon to provide solutions to personal, social, and political problems that the home and other institutions choose not to--or cannot--resolve.

While many reports have extolled the virtues and good that industry and commerce will enjoy if our schools are effective, we must also include in this set of concerns the intellectual, moral, and spiritual strengths of our people. It is clear to me that not only are individuals losing hope if they do not possess the levels of skills, literacy, and training essential to the emerging new technology, but they are also unable to particpate fully in our national life. It has been well documented that a high level of shared education is essential to a free, democratic society and to the fostering of a common bond and culture.

In examining the crisis in our urban schools, we find the conditions tragic. The worst statistical measures, those of drop-out ratios, show that a high school education is either unwanted or unattainable for 50% to 80% of those entering ninth grade in many urban districts. Even the most talented and dedicated students face formidable obstacles in their quest for an education.

Underpaid and overworked teachers labor under immense bureaucracies which impede the implementation of the most basic objectives. Teachers and students, alike, suffer the disgrace ignominy of working in dilapidated, dangerous and often overcrowded buildings. No matter how imaginative and dedicated the effort, schooling is overwhelmed by the appalling social and economic conditions of urban life.

We must, also, understand that continued tinkering with our educational delivery system will not solve the profound difficulties facing educators. The problem is not one of a lack of money, nor an absence of dedicated and competent teachers. Rather, the problem is the system itself. We have seen the mass infusion of increased dollars and the application of higher standards, which at best have resulted in small gains.

Educators and policy makers must recognize that the current educational delivery system was designed originally for a different student population, a more coherent family and social structure, and a less complex knowledge base and employment situation. It has inherent limitations which prevent educators from responding effectively to a rapidly changing world.

Literature is replete with documentation of the failures of our pedagogical institutions to educate successfully most of our Black, Brown and poor children throughout these United States. The failure is more pervasive in urban communities, where we find the greatest concentration of minorities and poor members of our society. If our educational system in this country were to be considered a business and judged by business standards of output, we would have filed for protection under Chapter Five or some other provision of the federal statutes governing bankruptcy.

Why? We have failed, miserably as a system, to educate the masses in this country. The privileged class and the middle income group continue, for the most part, to be successful using the current educational delivery system, in this country, but the poor, regardless of color, do not fare so well.

It is important for us not to overlook this point. If we were to study the affluent California school districts that have high CAP scores on the basis of family income, we would find that such systems are still failing those students within the lower socio-economic strata. Therefore, we must be careful not to overlook such a very important variable as income as we move to construct a successful educational model for our educational institutions.

The reasons that we find more Black and Brown students being miseducated is that, as a group, more of them are concentrated in the lower socio-economic strata within our urban communities. Educational research studies indicate that we have not been very successful with this type of student.

I believe that one of the reasons we have not enjoyed a larger measure of success in our quest to find solutions to the challenges facing our urban educators and schools is that we often look at what works as it attempts to deal with "general" or "usual" or "average" situations, i.e., to strive for homogenized solutions in a social climate of continuing change and diversity.

It is within this context that there is urgency for us not just to intellectualize that this notion of de facto educational, economic and social apartheid is not acceptable in this state. Rather, we must internalize it in the essence of our being. For too long has lip service been given to lofty statements and ideas which raised the hopes of the disenfranchised members of our society, only to reveal once again that their dreams and opportunities have been deferred.

The Master Plan speaks to ways that we can achieve greater diversity and success in our educational institutions. However, we need to be mindful that, while there is general agreement that access to higher education is essential to the full participation of minorities in society, there is still a tendency for many to view wider access as contributing to a perceived decline in the quality of higher education. It is my contention that such a one-dimensional definition of excellence reflects little understanding or recognition of the importance of access, diversity, and the multi-dimensional nature of educational quality. It only supports the simplistic notion that quality and access are incompatible goals.

As the framers of the Master Plan spoke to the issue of increasing access and opportunity, we should be mindful that access alone does not guarantee the integration of underrepresented minorities into the college/university community. Nor does it necessarily lead to a campus environment in which cultural diversity is appreciated and respected.

It is important for us to recognize that we are dealing with diversity within diversity. We must appreciate that diversity makes the issues associated with it much more complex to master. Skin color and language are not necessarily the common ground that many of the new diversities bring to our campuses. There are major class differences, varying cultural experiences, ethoses, histories, family structures, economic sufficiency concerns and world views within the Hispanic, Asian and Black communities which complicate the thrust and spirit of the Master Plan.

What must also be mentioned as we reflect upon the impact of the Master Plan report is that California is continuing to stratify, i.e., the state is evolving into a more fragmented society in which such factors as education, income, home ownership and other marks of economic or social attainment become more distinct and the avenues to acquiring them become more difficult to negotiate.

The data used in the Master Plan report to frame its recommendations suggest that, in the broadest terms, California is evolving into a two-tier society, a well-educated, affluent Anglo and Asian overclass of managers, professionals and entrepreneurs, and an ill-educated, mostly Black and Hispanic underclass relegated to the low-paying service jobs that the economy continues to create in astonishing numbers. Also, the Master Plan report proposes any number of strategies, from increasing recruitment of minority students and faculty to expanding campuses, to enable the educational component to cope with this stratification process.

A more significant question, however, is whether there is a willingness on the part of the electorate in this state to provide the vast new govermental expenditures required to serve minorities and the poor.

Some would say that the political climate is different today than when the system was orignally conceived and developed. I would agree. The majority of those enrolled in education at that time and, indeed, in all higher education, appeared very much to be the scions of those who controlled the purse strings in this state. Today, however, we do not see the same mutuality of goals because of the increased diversity of student and state population in general. Consequently, realization of the goals of the Master Plan is in some jeopardy because of this situation.

However, the real question is how and where will we find the wherewithal to meet the ever-increasing demand for new resources to feed this sprawling education complex that continually fails to meet the needs of so many of the poor, minority and other underrepresented groups in this state. As we seek quality and equity, we must develop political coalitions to insure that the resources are available to meet the challenges that face us.

The Master Plan, California Faces...California's Future, speaks to the issue of access and admission but fails adequately to deal with that of equity of opportunity. Even within the context of their recommendation that efforts be supported within our public schools to develop a comprehensive core curriculum for graduation and that such a curriculum be available to every student, this appears to be the case.

The reality is that many California high schools lack the faculty to offer a full precollegiate course of study. Others cannot offer enough sections to meet the needs of all their students. Thus, where the student lives and attends public school can make a great difference in his future opportunities. The economic sufficiency of the community can affect for better or worse the chance that a student will be exposed to a quality K-12 experience leading to adequate preparation for the university.

Given that this is our reality, it becomes increasingly imperative that the higher educational community provide those resources and programs that will improve opportunities for success for many of the new majority. Collaborative efforts between K-12 and the colleges and universities must go beyond information sharing. We must seek new arrangements and alignments of resources to insure equality of opportunity. We need to insure that admission equity resides in the student's intelligence, initiative or will and not his/her status by birth, residence or color.

This is a tall order for all of us, but I still believe that we can achieve this equality of opportunity.

Another issue that was discussed in the Master Plan is retention of students. It is one thing to admit and enroll students, but there remains the larger question of retention. Substantial numbers of Latinos and Black Americans are lost somewhere along the educational continuum. We know that, by every standard, the odds of Black and Latino students graduating either from the K-12 and/or the higher education community is far below any other group.

I need not recite the depressing statistics mentioned in this report which suggested that over one-third of Black and Latino high school students never graduate from high school. What is very clear to me is that we are faced with a situation in our schools/colleges which calls for massive changes in how we do business. What this further reaffirms is that the access question is useful as a policy statement but has a great deal of hollowness because of our collective inability to get significant numbers of minority students through the pipeline.

However, for those who do succeed in going on to higher education and find themselves in community colleges, the issue of transfer becomes another concern. The debate regarding guaranteed admission for community college transfers to the U.C. is an important aspect of that concern; however, equally important must be how do we get more minority students to transfer to the university in possession of the appropriate academic and survival skills to succeed there.

All of these are important questions that must be addressed by us in this room. The task is not easy.

Within the context of the Master Plan report--California Faces...California's Future, it is possible to succeed.

We can build effective educational delivery systems for minority students when administrators, teachers, students, parents and community groups commit themselves to academic achievement. We must recognize the value that cooperation and collaborative educational experiences play in the teaching and learning process of minority students. Unless we are willing to reorganize our schools and give new meaning to the term, equity and equality, we will not be able to transform our institutions. Bold and imaginative leadership from all sectors of our community is required because of the complexity of the problems that are found in our educational institutions. It is clear to me that we must forge a new agenda for education in our schools, colleges and universities.

First, the educational delivery system must be refocused to respond to the peculiar circumstances that many students bring to the educational process. We must develop new assumptions about how students learn and how we may reduce the effect on learning of culture as found in the home environment of many of our students.

We cannot succeed unless there is a true commitment to change and improvement. Embodied in this commitment is a willingness to re-examine all aspects of the school/college program and to evaluate each in light of the school/college's stated mission. Schools/colleges are complex organizations. Real and meaningful change can only occur from the "inside out," from the core, the inner workings, the ethos.

The complex challenge facing those of us who are responsible for providing education to minorities calls for bold efforts which include rethinking education patterns and practices. To do this, the California educational system must not only raise but redefine the standards of educational excellence. We must have within our new system standards that are just as high or higher, but we must define quality in terms of the proportion of students who are empowered and enabled by that system to meet these standards. It is important to note that educational achievement need not be constrained by racial class or national origin.

In this new system, we, as educators, must reject the notion of a "deficit model" in which some groups or individuals are identified as deficient in background or learning potential. Rather, we must build upon the "assest model" which replaces those notions, assumptions, and strategies for teaching with the expectation that all individuals are capable of educational success. It is to everyone's benefit to accept this responsibility to overcome the recurring, debilitating notion that individuals within groups are, by nature, unable to achieve at the same level as others.

As we examine ways to strengthen higher education and to create a new system, the rethinking must go beyond this system to include elementary and secondary education as well. It must include the changing of patterns and practices to meet the neeeds of new students.

As I conclude these remarks, we must be forever vigilant and recognize that diversity is with us whether we like it or not. That the cultural pluralism that characterizes our state and communities is here to stay. It is our task as educators to use the curriculum as a means of reflecting that pluralism.

That transformation ought to ensure that all students understand the rich history, art and literature of women, ethnic groups and recial minorities. Those who are against this review should be reminded that the current curriculum is not a neutral one. It is anchored in a male-centered, Anglo-European perspective which ignores the history and contributions of large segments of our society. It provides little opportunity for understanding different points of view and different cultures while keeping minorities and other marginal groups to the academic experience.

As we transform our curriculum, we need not pose the discussion as an either/or situation. We need to understand that out of this dialogue may emerge a middle course. That middle course will preserve some elements of the curriculum and teaching practices and revise others. We should understand that there are many truths and many roads to those truths. Also, our curriculum ought not to be engraved in stone; the hope is that it will continue to evolve as our community and society evolve.

We in this state have a tremendous opportunity to create those support structures and transform the curriculum to increase success for all Californians.

We must keep hope alive, we must reaffirm our commitment to access and equality of opportunity. You, my friends and colleagues, have a tremendous opportunity to make a difference. Let us do that. Our system of higher education is the envy of the world. I have every reason to believe that we can transform ourselves into a system that will serve all members of our state in the years to come.

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ACCOMMODATING THE DIVERSITY REPRESENTED BY MINORITY STUDENTS

James C. Henderson

It is an often noted fact that the United States is undergoing an unprecedented demographic transformation and that these changes, resulting in a "new majority" of minority group members in many states, have major implications for educational institutions. Community colleges throughout the country are scrambling to develop programs that address the needs of these current and future students, and these have been described in various forums, including previous issues of this abstract series.

However, it would be a serious mistake to assume that all minority students have the same backgrounds, educational objectives, and program needs. In fact, the new majority is an enormously diverse group that includes not only Blacks, Hispanics, Asians, and Native American Indians, but also numerous sub-groups, many with distinct characteristics and needs. Even similar language and culture do not guarantee common circumstances and needs, as evidenced by the diversity of the Hispanic community of South Florida and the Asian and Middle Eastern immigrant populations of California.

As a result, community colleges have developed a mix of programs to serve the diversity represented by minorities. San Juan College serves its minority students with programs designed both for the specific characteristics of its predominant minority group, Native American Indians, as well as for the range of students requiring additional support to succeed.

Serving the Native American Student

It should come as no surprise that San Juan College has responded to the needs of a culturally distinctive minority group, the Native American Indian, who represents 26 percent of the college's total enrollment. The college is located on the eastern edge of the Navajo Reservation, the largest in the United States. While the college enrolls students from 14 different Indian tribes, Navajo students comprise the largest number. In addition, Hispanics comprise another 10 percent of the college's enrollment, and 40 percent of degrees and certificates last year were awarded to minorities.

Cultural Distinctiveness. It is important to recognize that instruction in American college classrooms presumes certain Western cultural values. Student behaviors that instructors routinely reward and note as signs of student interest, effort, and intelligence are not necessarily behaviors that are rewarded in non-Western cultures. For instance, many Navajo students do not respond willingly in class, nor do they make direct eye contact, for both behaviors are considered impolite in Navajo culture. They tend to remain within the group and do not try to stand out as individuals. Instructors need to be trained to be sensitive to these cultural differences so that they can effectively accommodate students of various cultures in mainstream classrooms.

Special Language Needs. Related to cultural distinctiveness are the accommodations that need to be made for the special language needs of minority students who are non-native speakers of English. Here again, the diversity of minority students is demonstrated, for the difficulties that Navajo students often have with English are quite different from the difficulties often experienced by native speakers of Spanish or other languages. For example, the Navajo language has no plural or past tense, and ESL instruction provided to Navajo students needs to reflect this basic difference.

At San Juan College, ESL instruction is provided through the Renewal Center, which provides tutoring assistance and self-study materials. The center also operates Project Read, which teaches reading to Native Americans, including to older adults, many of whom not only do not read in English but also may depend exclusively on spoken Navajo.

Native American Program. To assist the transition from the reservation to the college, San Juan College retains a full-time director for its Native American Program. The current director is a graduate of the college who successfully completed a bachelor's degree. She is responsible for sponsoring the Indian Club which sponsors projects and activities, including Pow Wows, Indian Fry Bread Dinners, the Indian Pageant, and the Arts and Crafts Show. The director also interacts with the Navajo Tribe in promoting scholarships for the students and in recruiting new students.

Staff Development. The college's staff development program has been a critical component in its success serving Native Americans and other minority students. Programs often focus on teaching techniques to accommodate cultural distinctiveness, as well as on awareness

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of American Indian culture. The director of the Native American Program assists in the development of appropriate and timely programs.

Outreach Programs. The college has developed outreach programs to better serve Native American Indians in its service area, which includes large sections of the nearby reservation. It established a center staffed by a Native American director and two staff members to develop and implement courses for that service area. The college has also established an Early Childhood Development Program to train Native American Headstart teachers for this critical program. Last year, 24 Indian Headstart teachers received the National Child Development Associate Credential.

Serving a Range of Minority Students

San Juan College has developed programs that serve the needs of its minority students that are not necessarily tailored to the needs of a specific minority group such as Native Americans. Many are common to community colleges with substantial minority enrollments.

Support Programs. The college has instituted an assessment program that places students in appropriate courses on the basis of ability. Courses in developmental reading, writing, and mathematics are provided as needed. If students have difficulty in class, the Renewal Center provides tutoring or self-study materials.

Matrix. The college has developed a program, called Matrix, that assists eighth graders to prepare for college. Each four-year institution in the state was canvassed for its specific major requirements. This information about the courses they need in high school to reach their college goals is provided to junior high school students in the college's service area.

The college has also employed a counselor to work with these students. The counselor gathers information on every student and carefully monitors their academic progress through high school. Special activities both on the college campus and in other locations recognize their achievements, encourage them to persist, and prepare them for the transition to college.

Possible Dream Program

Matrix is actually an outgrowth of what is probably the most unique program offered by San Juan College to assist its minority students, the Possible Dream Program. Most minority students at the college need financial assistance to achieve their educational goals, and San Juan College, like many other colleges, offers a range of work study opportunities, grants, and loan programs. Many Native Americans are also eligible for tribal scholarships. However, the Possible Dream Program has been one of the most successful for all of the college's minority students.

Students who have never considered going to college are now being provided with a "dream" that will make higher education a possibility for them. The scholarship program invites every eighth grade student in the county to begin a $10 per month prepayment plan that will provide for two years of paid tuition when they are ready to enroll in the college. The program combines the monthly savings plan with a $125 scholarship, academic counseling, and a guarantee that tuition, now $360 annually, will not increase for those participating in the plan.

This program was designed to attract first generation college students, many of whom are minorities. Now in its third year, the program is not limited to minority students, yet 90 percent of those enrolled are members of a minority group. Typical of the enrollees was a Hispanic father who brought his wife and son to the college when the program was first announced. Carefully counting out his initial payment of $10 in small change, the father said, "I didn't trust this money to the mails. I brought this in myself because this is my son's future." The father has faithfully kept up the payments every month.

The program builds an attitude among students in the early grades that college is within their reach. It motivates them to apply themselves while they are in high school so that they will be prepared for college. Family participation helps support students' commitments. US WEST has agreed to assume the cash scholarship portion ($125 per student) for both the 1986 and 1987 enrollees, thus involving business and industry in the education of future citizens.

The Futures Commission report recommends in the strongest possible terms that "The community college must continue to offer all students an open door, and to reaffirm to minority students the promise of empowerment through education." This is not simply a pronouncement motivated by democratic idealism. Rather, minority youth represent a fast-growing and increasingly critical segment of the population. They are the keys to the nation's future economic strength. Investment in their success is not simply altruism, but enlightened self-interest.

James C. Henderson has been president of San Juan College in Farmington, New Mexico, since it became an independent institution in 1982, previously serving as director when it was a branch of New Mexico State University. He is a member of the Presidents Academy and former president of the Mountain States Association of Community Colleges and the New Mexico Association of Technical and Junior Colleges. He will describe these programs at Leadership 2000, an upcoming conference for community college executive leadership teams in San Francisco, June 11-14.

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Don Doucette, editor

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TEACHING BLACK STUDENTS

THE ABC'S OF IT

Southwestern
College

Governing Board
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Bill Blank, J.D.
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Jerry J. Griffith
Maria Neves-Perman

Joseph M. Conte,
Superintendent/President

December 1, 1988

Edith R. Conn
Ventura College
4667 Telegraph Road
Ventura, CA 93003

Dear Edith:

Enclosed is a handbook, "Teaching Black Students: The ABC's of It", which you requested.

Sincerely yours,

Donna Arnold

Donna Arnold
Academic Senate President

900 Otay Lakes Road • Chula Vista, California 92010 • (619) 421-6700 • Southwestern Community College District

FACTORS TO BE CONSIDERED WHEN TEACHING BLACK STUDENTS

- **CULTURE**
  —THE BURDEN OF ACTING WHITE
  —RELATING LEARNING IN MANNER THAT STUDENTS ARE FAMILIAR WITH
  ---UNDERSTANDING VALUE SYSTEMS
  ---AVOIDING STEREOTYPES, CULTURAL OPINIONS

- **LANGUAGE**
  ---TALKING/ DISCUSSING ON A LEVEL THAT CULTURALLY DIVERSE STUDENTS UNDERSTAND
  ---UNDERSTANDING NEED FOR STUDENTS TO EXPRESS THEMSELVES
  —BEING KNOWLEDGEABLE ABOUT DIFFERENCES IN LANGUAGE, HUMOR AND GESTURES.

- **ECONOMICS**
  —SUPPORT SYSTEMS SUCH AS ENCYCLOPEDIAS, DICTIONARIES ARE FREQUENTLY NOT AVAILABLE
  —MAJORITY OF MINORITY STUDENTS ARE FROM SINGLE PARENT FAMILIES
  —PARENTS/SUPPORT FAMILY USUALLY DO NOT HAVE COLLEGE EDUCATION.

- **NOT ENOUGH ROLE MODELS**
  ---PRACTICES SUCH AS SCREENING COMMITTEES, TENURE LIMIT ACCESS
  —TOO FEW TO MAKE A DIFFERENCE
  —ACCESS TO ROLE MODELS IS NEEDED

- **OLD, JADED PERCEPTION**
  ---CULTURALLY DIFFERENT PEOPLE ARE "NOT COLLEGE MATERIAL"
  —GROUPS ARE PLACED IN TRADITIONAL RANKING BECAUSE THEY HAVE PLACE IN THE AMERICAN WAY OF LIFE

RECOMMENDATIONS

TEACHING STRATEGIES FOR CULTURALLY DIVERSE STUDENTS

A. Testing/assignments

Changing the format and test procedures would help underprepared students.

1. Avoid long lapses between tests/evaluations to help in the retention and academic performance.
2. Well-defined objectives and self-pacing builds confidence and helps in the retention of students.
3. Explain the criteria for evaluation of tests and other assignments.
4. Give study guides for tests. Be flexible with testing, if a student misses a test and informs you in advance, allow the student to make up the test.

B. Monitoring Student Progess

Frequent monitoring of student progress with positive feedback would help.

1. Every few weeks, students could be asked what they have learned and how they feel about the class.
2. Positive feedback given to students on tests and other assignments.
3. Ask for clarification on a frequent basis.

C. Grouping Techniques

Grouping techniques seem to increase self-esteem, critical thinking, oral communication and understanding between people.

1. Instructors could employ a variety of techniques in lecture and class activities.
2. Students could work in groups as often as possible. Groups can discuss problems or topics, share papers written by students and/or evaluate student papers.

D. Culturally Relevant Curriculum and Materials

Including the history and culture of all students helps foster a positive self-image and understanding between different groups.

1. Whenever possible, the history and culture of all students must be considered in class presentations and text selection.

E. Special Sections

The addition or modification of class sections would help under-prepared and/or culturally diverse students.

1. Content area courses could be paired with Study Skills classes.

F. Clarity in Class Presentations

Under-prepared students profit from clear directions and presentations.

1. Lecture outlines could also be passed out to students.
2. The outline could be used to review previous material and preview current material.
3. Write objectives on the chalk-board.

G. Texts

In selecting texts, the diversity of students in a class must be considered.

1. Texts that include international/intercultural models must be considered for adoption.
2. Supplement outside materials to assist students to understand the text.

H. General Classroom Management

Never assume students know classroom etiquette.

1. If you require research, an orientation to the library could be scheduled with librarians.
2. Abrupt withdrawals could be referred to counseling for future follow-up.
3. Students who are progressing poorly and/or are inactive in class could be invited to confer with the instructor.

HOW CAN YOU HELP?

- REFLECT ON YOUR OWN FEELINGS ABOUT DIFFERENT GROUPS - BE HONEST. HOW DO YOU FEEL ABOUT CULTURALLY DIVERSE GROUPS?
- LOOK AT YOUR TEACHING METHODS AND TEXTBOOKS, ETC. ARE ETHNIC GROUPS REPRESENTED? IF SO, HOW?
- BECOME AWARE OF CULTURAL HOLIDAYS THAT ARE IMPORTANT TO BLACKS (MARTIN L. KING'S HOLIDAY AS AN EXAMPLE).
- DISCOVER YOUR COLLEAGUES' PERCEPTIONS AND GIVE HONEST FEEDBACK WHEN ASKED. ADVOCATE FOR MINORITY REPRESENTATION IN YOUR DEPARTMENT IF IT'S POOR.
- BE FLEXIBLE IN THE CLASSROOM, ALLOW FOR CLASS DISCUSSION, AND PARTICIPATION. USE CONCRETE EXAMPLES, CULTURALLY DIVERSE STUDENTS APPEAR TO HAVE DIFFICULTY WITH ABSTRACTIONS.

Hispanics and Higher Education: A CSU Imperative

Final Report of the Commission on Hispanic Underrepresentation

Tomas A. Arciniega
Chair

Ann I. Morey
Staff Director

June 1985

Office of the Chancellor, The California State University
400 Golden Shore • Long Beach, California 90802-4275

EXECUTIVE SUMMARY

Hispanic students are seriously underrepresented in The California State University. Hispanics comprise about one-fourth of the K-12 school population but only one-tenth of CSU students. California cannot afford this massive and growing loss of talent.

Many programs exist to improve educational attainment of Hispanics and other ethnic minorities. At the college level, the impact of these programs was evident between 1969 and 1978, when increases in the participation of Hispanics and other ethnic minorities occurred. Since then, progress has diminished while the total California Hispanic population grows rapidly.

The Commission believes that significant and sustained progress toward improving the educational achievement of Hispanics is dependent upon three factors:

- better preparation for college,
- improved outreach to Hispanic youth in public schools and community colleges,
- the provision of a university environment that is supportive of the growth and development of Hispanic students.

In this regard, progress will often entail major, comprehensive and collaborative efforts among the California State University, community colleges and K-12 schools. In addition, initiatives must focus not only on Hispanic students but also on characteristics of the institutions themselves.

Improved preparation for college and increased high school graduation rates for Hispanics are fundamental to increasing the proportion of these students who meet requirements for regular admission to the CSU. The CSU can influence the nature and quality of preparation for college in intermediate and senior high schools. Of particular importance are the proposed changes in admissions policies regarding the specification of and requirement of a college preparatory curriculum. The Commission recognizes that in principle the proposed changes are likely to increase the number of students from underrepresented groups who have adequate preparation for college in the future. This, in turn, will improve their college participation and graduation rates. However, the Commission is concerned about the impact in the short run and strongly recommends that the changes in admission policies be implemented in such a manner as to assure that Hispanics have due opportunity for adequate college preparation. In this regard, the Commission urges the CSU to give careful attention to phase-in problems and to place special emphasis on working with predominantly Hispanic intermediate and senior high schools.

Research findings suggest that outreach by college and university personnel to Hispanic students in grades six through nine is absolutely essential for substantial changes in the college-going rate of this group. Moreover, significant numbers of Hispanic students do not take appropriate courses during these critical years to develop the necessary skills to undertake college preparatory study in high school. Further, many Hispanic students in intermediate schools and their parents need to be more aware of the benefits of a college education and the availability of financial aid. They need assistance in understanding the desirability of a university education and the interest of the university in them. The Commission recommends that the CSU embark upon an intensive and coordinated outreach program to students in grades six to nine. The program should be supplemented by a comprehensive public information effort to heighten Hispanic community awareness about opportunities for postsecondary education.

The majority of CSU students begin their college studies in California community colleges. Hispanic students in community colleges are less likely to transfer to the CSU than are Anglo students. New and enhanced intersegmental efforts are necessary to address this situation. The Commission suggests that the CSU increase its support to projects and proposals which are geared to the early identification of prospective Hispanic transfers and which provide assessment, advisement and encouragement related to transfer. The establishment of a staffing formula to fund outreach to community colleges is recommended.

LIST OF RECOMMENDATIONS

1. In order to meet its dual commitments to quality and access, changes in admission policies should be implemented in phases over a number of years in such a manner as to assure that Hispanic students have due opportunity for adequate college preparation. In particular,

- The CSU should implement plans for monitoring and forecasting the impact upon access of Hispanic students of both recently adopted and any proposed admission policy changes. Data for this purpose should be collected routinely until at least 1994. Should there be indication of negative impact, actions regarding the new or future admission policy changes should be modified or delayed.

- The CSU should place special emphasis on working with predominately Hispanic intermediate and senior high schools to assist them in enlarging and strengthening their college preparatory curriculum and to assure that Hispanic students are appropriately advised into a college preparatory curriculum.

- The CSU should adopt a policy of "conditional" admissions for those students who meet grade-point average and test score entrance requirements but who do not meet college preparatory course requirements. This category of admissions should remain in effect until predominantly Hispanic secondary schools are able to meet the need for college preparatory curricula or the CSU course requirements have been modified to be congruent with the realities of public schools.

2. A staffing augmentation should be sought which will permit CSU to initiate an effective collaborative outreach program for Hispanic students in intermediate and junior high schools on a regular basis. The CSU should take the initiative to collaborate and coordinate its activities with those of other postsecondary segments to ensure maximum coverage and mutual assistance.

3. The CSU should seek funding to allow selected CSU faculty as part of their regular workload to interact with intermediate and senior high school Hispanic students as mentors and role models for the purpose of encouraging college attendance.

4. The CSU should inventory public and private "talent search" programs servicing California and ensure that they are being fully utilized as a means of informing prospective Hispanic and other underrepresented students about opportunities in the CSU.

5. The Chancellor's Office in cooperation with the campuses should develop a comprehensive, coordinated continuing public information program designed to heighten Hispanic community awareness of both the opportunities for postsecondary education and the means by which these opportunities can be pursued. A major element of the plan should address the special skills required in working with different cultural and linguistic communities.

6. The CSU should develop a cooperative pilot program involving at least two campuses and two large school districts with a large Hispanic population which would identify Hispanic and other students from underrepresented groups upon entrance to grade seven, record their educational progress and key choices, and provide a means for individualized communication at least two times annually.

7. The CSU should encourage selected campuses to experiment with early assured admissions as a means of increasing the number of Hispanics in higher education.

8. The CSU should intensify its efforts to increase the number of Hispanic students who become specialists, counselors, school teachers, school administrators and school psychologists. Among the steps it should undertake are:

- The CSU should prepare information booklets and other materials for elementary and secondary school students in largely Hispanic school districts to orient them and their parents to careers and job opportunities in professional education.

- Professional education faculty should be given support to work with high school teachers and student service personnel to attract, advise, and counsel Hispanic high school students interested in professional education.

- Selected CSU faculty, including professional education faculty, should be involved in ongoing mentor relationships with several small groups of Hispanic junior and senior high school students which focus on curricular enrichment, early exposure to the university environment, and careers in professional education.

- The CSU should develop a system which provides early identification and remediation of students who most likely will have difficulty passing the CBEST.

- The CSU should undertake an inventory of programs which improve the involvement and retention of Hispanic students in professional education preparation programs. Additionally, the CSU should sub-contract for an independent evaluation of currently operating programs to produce a profile of best practices.

- The CSU should assure that counselors and school psychologists are prepared to work effectively with Hispanic youth and committed to the goal of increasing the proportion of Hispanics who enter college..

- The CSU should seek funding to establish an upper division and postbaccalaureate fellowship program for talented Hispanic candidates for school service credentials who commit themselves to teaching in shortage fields and in underserved locations. The commitment should involve repayment if a specified period of qualifying service is not completed.

9. In addition to recently adopted initiatives and policies concerning multicultural education, the CSU should:

- Require as a prerequisite to professional education that all students complete at least one course in ethnic or multicultural studies. Additional course preparation should be required of students planning to become bilingual, multicultural, social studies or humanities teachers.

- Require advanced knowledge and understanding of multicultural education as part of all advanced degree and credential programs in education.

- Seek funding to offer summer inservice institutes on multicultural education for elementary and secondary school teachers, counselors, administrators and other professional personnel.

- Ensure that multicultural content permeates the entire preparation program and not just the professional education component.

10. The CSU should develop programs to improve the quality of education for Hispanic students which involve the participation of secondary school "mentor teachers," as well as those selected to supervise student teachers. These programs should combine training, financial and time incentives, as well as methods to evaluate the impact on the achievement of Hispanic students.

11. The CSU should review its preservice and inservice education programs to assure that teachers are appropriately trained in the instructional use of computers and other technologies.

12. The CSU should support legislation that assures all students have access to computers in education.

13. The CSU should initiate programs to encourage and prepare Hispanic students to take the SAT and ACT examinations and seek removal of any financial barriers that may prevent students from taking these tests.

14. The CSU should initiate several pilot programs to admit at least one hundred outstanding Hispanic students to a program beginning in summer 1986 which would combine completion of high school, university study and leadership training.

15. The Chancellor's Office should study the manner in which campuses allocate so-called "general exceptions" with the end of achieving the optimum allocation of these spaces (together with "disadvantaged exceptions") in overcoming the underrepresentation of Hispanics.

16. The Chancellor's Office and each campus with one or more impacted programs shoud review supplemental admissions criteria from two perspectives. First, it should be ascertained that no criteria discriminate unjustly or in ways not relevant to the program and, second, that all relevant criteria are being utilized which recognize the impact of past discrimination and the special skills and talents often possessed by Hispanic and other students from underrepresented groups. Insofar as Hispanic students are underrepresented in particular impacted programs, alternative criteria should be developed, and Hispanic students should be accorded priority where spaces still are not adequate to accommodate all qualified applicants. Finally, campuses should be required to maintain and report data concerning the impact of supplemental criteria on Hispanic students.

17. The CSU should pursue rigorously the goal of allowing Hispanic and other students who have received a significant part of their education in California K-12 schools to have resident status in The California State University. Specifically,

- Consistent with the "Leticia A" case, the CSU should change its policy to enable campuses to grant resident status to students who received part of their education in California K-12 schools.

- The CSU should seek federal legislation to grant eligibility to undocumented youth who complete a substantial part of their education in American K-12 schools and to permit these students to be eligible fully for federal financial aid as residents.

- If the above efforts fail, the CSU should seek new legislation and/or initiate other actions that would result in the granting of resident status to those Hispanic and other students who have received a significant part of their education in California.

18. The CSU should continue to seek to increase the amount of aid available to low income students and to make programs more responsive to the needs of Hispanic and other underrepresented students.

19. The Chancellor should establish a task group drawing upon system expertise in tax law, economics and financial aid to consider means by which low income families could be encouraged to plan and save for their children's education.

20. The CSU should give greater attention to publicizing its application fee waiver program, especially with regard to Hispanic community college transfers and returning adult students.

21. CSU campuses should initiate college financial planning programs in cooperation with other educational institutions and the financial community. These programs should focus upon the families of intermediate school students but be open to others as well.

22. Revised editions of *Futures* and similar publications should give greater attention to financing college study.

23. The CSU should work with the California Educational Round Table and other agencies to publish a bilingual pamphlet on "financing your children's education" to be used particularly in community-based activities seeking to increase educational participation.

24. The CSU should seek whatever additional support may be necessary to institute and implement on every campus summer "bridge" programs of at least four to six weeks duration in order to provide a strong emphasis on academic skill development.

25. The CSU should continue to support projects and proposals which are geared toward the early identification of prospective Hispanic transfers and transfers from other underrepresented groups and which provide assessment, advisement and encouragement related to transfer. As necessary, the CSU should seek budget augmentation to engage in further outreach and collaborative activities to increase the transfer rate for Hispanic students. More specifically,

- The CSU should continue to support efforts to establish a matriculation procedure in community colleges.

- The CSU should cooperate with community colleges with substantial numbers of Hispanic students to develop early identification programs which promise to motivate such students to persist and transfer without loss of time or credit.

- The CSU should establish comprehensive transfer centers in collaboration with community colleges and ensure that the centers give high priority to the transfer of Hispanic students to the CSU.

- The CSU should seek the establishment of a staffing formula to fund outreach to community colleges, with special emphasis on outreach to Hispanic and other students from underrepresented groups.

- The CSU should establish an intersegmental body which would have continuing responsibility for the identification and dissemination of information about exemplary programs and practices associated with transfer and retention of Hispanic transfer students and for the identification of transfer issues yet to be addressed.

26. The CSU should support projects and proposals which measurably improve articulation between community colleges and the CSU. In particular,

- The CSU should request the Articulation Council of California to establish a regular review of articulation agreements, including courses, general education and major preparation.

- Each CSU campus should establish local committees with feeder community colleges to facilitate articulation between the segments.

- The CSU should continue to support the development of the California Articulation Number project to identify course equivalencies among the postsecondary segments for transferable lower division courses.

27. Each campus should assure that Hispanic transfer students receive appropriate assistance in making the transition from community colleges to the CSU including orientation, academic advisement and, as appropriate, assistance in financial aid

matters and diagnostic testing coupled with learning assistance. For this purpose:

- Each campus should review and, as indicated, revise its services to Hispanic transfer students.

- CSU should seek additional support to institute and implement on every campus summer bridge programs for Hispanic transfer students to orient them to the campus environment and provide academic assistance and advisement. Program design should recognize the time constraints of adult working students.

28. The CSU should take steps to assure that Hispanic community college students seeking transfer to the CSU receive adequate and timely financial support. In particular,

- The CSU should seek an appropriation to provide "transition grants" to needy community college transfers for whom available aid resources are not suitable or adequate.

- The CSU should provide for greater flexibility in the financial aid application process. It should take steps to minimize the hardships which may result when a needy student fails to apply for aid in a timely fashion. Examples of such actions include: deferment of fees until Pell Grant or other aid is made available and increased publicity about aid which is available at other than normal times.

29. The CSU should join with the California Community Colleges to establish an intersegmental task force on financial aid articulation. Attention should be directed toward reduced paperwork, comparability of requirements and forms, sharing information and means for ensuring continuity of aid. The focus should be on structures wherein CSU campuses would develop agreements with their primary feeder community colleges.

30. CSU campuses should give greater attention to the systematic identification of Hispanic students requiring instruction in English as a second language and encourage these students to enroll in CSU programs.

31. The CSU should expand its current efforts to provide mentors to Hispanic students. In particular,

- The CSU should develop a coordinated support network to be implemented initially on a pilot basis.

- The CSU should expand the MEP model to other disciplines.

- The CSU should encourage the development of different models for mentoring accompanied by systematic evaluations to identify successful approaches.

32. Hispanic students in the CSU should be responsible for their education, including commitment to their studies, seeking assistance from available personnel, and the identification and promotion of needed resources to ensure their success.

33. The CSU should require that all reviews of its academic programs use standardized assessment criteria for the purpose of determining the extent to which the curriculum recognizes the contributions to knowledge and civilization that have been made by members of various cultural groups and by women.

34. The CSU should expand its graduate student affirmative action efforts to identify prospective Hispanic graduate students and to provide aid and other assistance to those who show promise of success in CSU graduate programs.

35. The CSU should seek a budget augmentation for forty or more faculty positions to recruit faculty who have the expertise to enable campuses to address more effectively affirmative action through outreach activities, linkages to minority communities and schools, mentoring of CSU students and, the development of appropriate curricular initiatives.

36. The CSU should intensify its efforts to increase the pool of Hispanic professionals from which future CSU personnel may be selected. Among actions it should take are:

- The CSU should establish a "set aside" of special support funds which would be allocated to those campuses which demonstrate the commitment and ability to identify and recruit Hispanic faculty.

- The CSU should develop a program to disseminate information to the Hispanic community describing the importance and attractive features of university teaching and administrative careers.

- The CSU should develop a program to identify, recognize, encourage and support potential college teachers from among undergraduate students.

- The CSU system should establish a fellowship program to support outstanding Hispanic baccalaureate recipients who wish to pursue a CSU master's degree program of study as a step toward a career in higher education.

- The CSU system should establish a fellowship program to support outstanding Hispanic CSU master's degree recipients who wish to pursue doctoral studies leading to a career in higher education. The support would be for up to three years of doctoral-level study and would require that recipients commit themselves to serve in the CSU system. A joint effort with the University of California should be considered.

- The CSU should develop a system for advertising and tracking openings for faculty and administrative positions and for identifying Hispanics nationally for recruitment to those positions.

- The CSU should take appropriate action to assure that Hispanic and other students from underrepresented groups are recruited into joint doctoral programs.

- The CSU should establish a program for Hispanic professionals outside the CSU to serve a one-year internship and/or postdoctoral fellowship on a CSU campus.

- The CSU should establish a program for Hispanic professionals, particularly CSU alumni, to be "visiting" professors for short periods of time.

37. The Chancellor should:

- Convene a meeting of the President of the University of California and the Chancellor of the Community College systems to initiate the development of a long-range plan to increase the pool of Hispanics who hold the doctorate and who seek to pursue a career in higher education.

- Sponsor a number of statewide conferences and retreats on the issue of Hispanic underrepresentation in the professional ranks in California higher education.

38. The CSU should provide opportunities for the professional growth, development and advancement of CSU Hispanic faculty and administrators. Among the actions it should take are:

- The CSU system should expand and provide the necessary fiscal support to its faculty development programs in order to make it possible to grant up to 100 percent release time to Hispanic faculty and administrators to complete terminal degree study or to retrain in new fields or subfields.

- The CSU system should establish a program of postdoctoral fellowships that would enable Hispanic faculty to improve their scholarship and teaching.

- The CSU should explore mechanisms to increase the number of Hispanic CSU administrators. Specifically, the CSU system should seek to expand the Administrative Fellows Program and to increase the number of Hispanic participants. In addition, campus-based internship programs for faculty should be developed.

- The CSU system should establish and underwrite a faculty research program in support of Hispanic faculty who are carrying out research and developmental activities that focus on increasing the numbers of Hispanics in the CSU system.

39. In order to maximize the effectiveness of those individuals charged with outreach and support services, the CSU should sponsor training workshops and other professional development activities which provide information on effective strategies and techniques and on recent research findings and which allow staff the opportunity to share with one another suggestions for promising approaches.

40. The CSU should support systematic research and development activities related to increasing the representation of Hispanics at all educational levels.

In particular:

- The California State University should establish a research and development institute to study Hispanics in schools and colleges. The institute would conduct research on factors affecting the educational attainment of Hispanics, evaluate innovations and other programs to increase educational attainment, and develop and evaluate curricular training and other materials.

- The CSU should provide special incentive monies to those campuses which are willing to mount comprehensive campus-based research initiatives which address the problem of underrepresentation of Hispanics in higher education.

- The CSU should continue to evaluate routinely and systematically its programs in order to identify effective approaches. Emphasis should also be placed on the evaluation of effective selection practices and criteria for special admits, programs for transfer students, retention strategies and programs to increase Hispanic school and university personnel.

41. In their role as educational leaders, CSU senior administrators and faculty leaders should take every opportunity to exemplify the system's dedication to equality of educational opportunity and the elimination of Hispanic underrepresentation. They should exert strong influence in this regard through the establishment of priorities, decision making, hiring practices, resource allocation, the reward structure and the adoption of institutional procedures to audit progress toward equal opportunity goals.

42. All ongoing and new educational enhancement efforts (such as Investment in People projects, Academic Program Improvement projects, and the California Academic Partnership Program) should include program components designed to improve the education of Hispanics.

43. To assure that the reward structure reflects the high priority given to educational equity, the CSU should:

- Adopt policies for hiring, tenure and promotion which would require faculty members and staff to demonstrate that they work effectively with minority groups.
- Recognize by formal commendations outstanding contributions of CSU faculty and administrators in overcoming Hispanic underrepresentation.

44. The CSU should assume a leadership role in furthering understanding about Hispanic participation in California postsecondary education and developing means for addressing underrepresentation. In this regard,

- The CSU should organize a series of retreats for the purpose of addressing the problem of Hispanic underrepresentation. The retreats should involve faculty and administrative leaders from each of the nineteen campuses.
- The CSU should sponsor a number of statewide conferences and retreats on the issue of Hispanic underrepresentation in California higher education and invite personnel from all educational segments to participate.
- Each campus should develop programs to increase faculty awareness and understanding of the faculty role in: (1) overcoming underrepresentation, (2) the nature and consequences of racism, sexism and tracking, and (3) learning styles as they pertain to Hispanics. The campuses should be encouraged to disseminate information about successful efforts and model programs throughout the system.

45. The CSU should intensify its efforts to work with business and industry to assist in remedying Hispanic underrepresentation in the CSU and throughout the private sector. The efforts should include: the appointment of an advisory group on ethnic underrepresentation comprised of representatives from business and industry; the development and implementation of a plan to improve communication about underrepresentation and its implications for California; the encouragement of initiatives to strengthen the interface of higher education, business and students; the development of scholarships, grants and internships and the sponsorships of faculty positions.

46. Private funding should be sought to augment current aid programs in order to establish a Leaders Fellowship Program for talented upper-division Hispanic students interested in committing themselves to employment within the private sector, who will then assist in establishing linkages between the private sector and the CSU intended to expand both educational and employment opportunity for Hispanics. That assistance may include, but not be limited to, mentoring, role-modeling and business/industry liaison. The commitment should involve repayment if a specified period or qualifying service is not completed.

DRAFT
FOR DISCUSSION ONLY

EXPANDING EDUCATIONAL EQUITY IN CALIFORNIA'S SCHOOLS AND COLLEGES

Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83

This report has been published for the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 by the California Postsecondary Education Commission as Commission Report 85-32.

A companion technical report, Background on Expanding Educational Equity, has also been published by the Commission is Report 85-33.

Copies of both documents may be obtained from the librarian of the Commission, Second Floor, 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 322-8021.

FOREWORD

This brief report seeks to convey an important message to Californians: The future well-being of our State depends on a renewed commitment to educational quality and opportunity for all students -- but especially for low-income and ethnic minority students.

We have written this report in response to Assembly Concurrent Resolution 83, introduced by Assemblyman Peter Chacon of San Diego and adopted by the California Legislature in July 1984. Through that resolution -- reproduced in Appendix A to this report -- the Legislature asked the State's educational institutions to recommend ways to assure that California's low-income and minority students have the same opportunity to graduate from high school, complete community college, and earn bachelor's degrees as other students -- and thus develop the skills needed in an increasingly technological economy.

We respond to this request by identifying in the broadest terms possible the challenge of equal educational opportunity in California, the lessons we have learned from student affirmative action efforts to date, and the changes that are needed to increase educational equity and opportunity for the next generation. We view the educational system in California as a continuum that should involve collaboration and articulation among all segments of the system. Thus, we present a plan for an effort ranging from kindergarten through college. We write in broad stroke, but our conclusions and recommendations are based on an extensive assessment of the problem. A companion document, Background for Expanding Educational Equity, contains much of the information about issues, efforts, and proposals that has led to our report.

The Legislature called on us to address the problem of inadequate preparation for high school and college of all low-income and ethnic minority youth. We have sought to do so, but in the following pages we speak most often of the problems of Hispanic and Black youth. We do so because these two groups are particularly underrepresented in advanced education; their numbers are large; and data about their schooling is more accurate than for other minority students. We do not, however, ignore the problems of underprivileged white students or of American Indians, Pacific Islanders, the several Asian groups, and other minorities. Our concern is general, and we believe our proposals will expand the opportunities of all underrepresented students.

In preparing this report, we have been assisted by C. Douglas Barker, special consultant to the California Postsecondary Education Commission and study director and coordinator of our project, and by an able and active group of our colleagues whose names are listed in Appendix B. We are indebted to them for their background report, as we are to the government staff members and educators from all of California's several segments of education who counseled us. We submit this report not only to California's Governor and legislators but also to the leaders of these segments -- both board members and school and college officials -- in the hope that all segments will develop their own specific policies for redoubling their equal opportunity efforts in response to our proposals and to the goals of Assembly Concurrent Resolution 83.

James S. Albertson, Associate Vice President - Academic Affairs, University of California

Lowell Denny, Council for Private Postsecondary Educational Institutions

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John M. Smart, Deputy Provost, The California State University

Patrick M. Callan, Director, California Postsecondary Education Commission, Chair

RECOMMENDATIONS

Our recommendations for expanding educational equity cover eight areas. They are designed to serve as general guidelines for specific segmental and intersegmental actions as well as a statement of priorities for public and educational policy makers.

1. Clarifying School and College Responsibilities

The different responsibilities of California's schools and colleges for educational equity must be recognized:

1.1 The schools, through local school districts, the State Board of Education, and the State Superintendent of Public Instruction, are responsible for educating students to high school graduation, for preparing them for college and university admission, and for the quality and scope of the school curriculum and the proportion and variety of students who complete it.

1.2 In cooperation with the schools, colleges and universities have a responsibility to support school improvement, assist the educational planning and preparation of students who are potentially college bound, and provide pre-service and in-service training to school personnel.

1.3 All colleges and universities are responsible for assuring that their students are competently advised and counseled and provided with the personal, academic, and economic support to enable them to complete their educational objectives. Community colleges are primarily responsible for assuring that their students are encouraged to consider transfer to senior institutions, informed of the necessary steps to do so, and provided with adequate courses for transferring with junior or upper-class status. Senior institutions have the responsibility to work with community colleges in counseling and advising prospective transfer students and in simplifying transfer procedures and requirements.

2. Fulfilling the Schools' Responsibilities

The proportion of low-income and underrepresented ethnic minority youngsters -- especially Hispanic and Black -- who complete high school prepared for higher education must be increased substantially. To this end:

2.1 All sixth-grade students and their parents should be introduced to college as a realistic option and to the requirements that students must meet during junior and senior high school to be prepared for college. In association with California's segments of higher education, by July 1, 1986, the State Superintendent of Public Instruction should develop a plan to accomplish this objective.

2.2 California's junior high schools or intermediate schools should be the subject of a special review to determine how well they serve students in terms of motivating and preparing them for senior high school- and college-level work. The State Superintendent and the State Board of Education should initiate this study in 1985-86.

2.3 By the end of the eighth grade, all students should receive an assessment of their strengths and weaknesses in basic academic skills that allows them to develop their educational plans through high school, and they should receive written information related to college admission and financial aid opportunities. In association with the segments of higher education, by July 1, 1986, the State Superintendent should develop a plan to accomplish this task.

2.4 All of California's public junior and senior high schools should establish a single core curriculum that develops in the vast majority of their students the competencies they need to view college as a viable option and to function adequately as citizens and workers. Such competencies have been specified in the model curriculum standards recently adopted by the State Board of Education, specified for entering freshmen by the academic senates of the three public segments of higher education, and endorsed by business and industry leaders as essential for successful employment. All public secondary school students should have access, by one means or another, to the full range of advanced classes and college-preparatory courses that develop these skills.

All high schools should be aided to adopt such a core curriculum, but to achieve the greatest momentum toward educational equity, initial efforts must be targeted at California's comprehensive public high schools which are predominantly minority in enrollment -- 245 out of a total of 829, as of 1984. Thus by January 1, 1986, the State Superintendent should bring together the district superintendents from such areas as Los Angeles, San Diego, San Francisco, Oakland, Sacramento, Fresno, San Jose, and selected districts in rural areas, with leaders of the higher education institutions whose service areas include these districts. These meetings should lead to the expansion or inauguration of partnerships between these institutions and the districts in order to serve between 30 and 50 senior high schools and their feeder schools in the first year and at least 50 more in each succeeding year, until all of the urban high schools that enroll predominantly minority and low-income students have been involved.

2.5 Counseling, advising, and diagnostic testing during junior and senior high school must be available to help students and their parents understand students' postsecondary education and career options and make educational and career plans. By July 1, 1986, the State Board of Education and the State Superintendent should complete a review of these services that give special attention to improving the availability, quality, and focus of counseling regarding postsecondary education and career opportunities.

3. Increasing Higher Education's Services to the Schools

To fulfill their responsibilities to the schools, California's colleges and universities must reassess and redirect, where necessary, their existing academic, outreach, staff preparation, and staff development efforts:

3.1 Colleges and universities should work to increase the schools' capacity to prepare low-income and minority students for college through cooperative partnerships such as those proposed above for school improvement. These partnerships will involve fundamental analysis and change, where necessary, of school curricula, instruction, institutional management, parent involvement, student motivation and self-image, and postsecondary outreach services. Such experienced school-change agencies as ACCESS/Cooperative College Preparatory Program and the Achievement Council in Oakland can assist district and higher education officials in developing these partnerships.

3.2 They should reassess their existing outreach programs, financial aid counseling, and academic support services to determine if they cooperatively serve the goals of educational equity and access both effectively and efficiently. As needed, they should help target schools that provide tutorial and other support services for students who are initially unprepared to succeed in the core curriculum.

3.3 They should offer education and in-service development for school teachers, counselors, and administrators that equip these staff to strengthen the curriculum, improve the school environment, and use available local, State, and national resources. For example, their teacher education programs should help prospective teachers understand the different strengths and weaknesses that low-income and minority students bring to learning, inculcate an appreciation of cultural diversity, and accommodate the different learning styles of diverse students. In addition, they should expand their existing efforts to recruit into the teaching profession outstanding low-income and minority undergraduates.

4. Expanding Higher Education's Services to Underrepresented Students

To achieve the goals of Assembly Concurrent Resolution 83 and this report, California's colleges and universities must expand their efforts at improving the retention and graduation rates of low-income and minority students through an institution-wide commitment to educational equity:

4.1 They should expand or inaugurate summer bridge programs for these students to ease their transition from high school to higher education. In addition, they should provide wide-ranging orientation programs for all freshmen and transfer students.

4.2 Their faculty should assist in operating tutorial programs for students in need of supplemental instruction.

4.3 When needed and requested, faculty at the University of California and the California State University should assist community college faculty in strengthening transfer courses.

4.4 Institutions should assure that their students -- and particularly their minority and low-income students -- have access to advising that monitors their academic progress, refers them to academic support services as needed, helps them clarify and expand their educational and career goals, and promotes attainment of these goals.

4.5 Community colleges should not be the entry point into higher education for low-income or minority students any more than for other students, but they often serve this function because of their convenient location, low cost, and student-oriented programs. For this reason, they should establish comprehensive articulation agreements, where lacking, with nearby four-year institutions that provide students with clear information about transfer requirements and enable students to meet these requirements efficiently. In addition, their Extended Opportunity Program and Services (EOPS) staff should work with their colleagues in similar programs at four-year institutions to assure continuity of academic and financial aid for EOPS students who transfer to those institutions.

5. Improving Educational Information

Statistical data about school and college students must be improved for effective institutional and State policy making:

5.1 The State Department of Education, working with local school districts, should develop a comprehensive data system on the characteristics of secondary school students and dropouts, from which the Department can organize a statewide retention program and supply annual college-preparatory course enrollment data to colleges, universities, and other State agencies.

5.2 By January 1, 1988, community colleges should begin reporting annually to feeder high schools facts about the first-semester academic performance of their students. Meanwhile, the University of California and the California State University should continue their current efforts to improve and simplify the information they send to high schools and community colleges about the performance of their former students.

6. Planning and Coordinating Equity Efforts

Beyond the specific plans called for above involving the State Superintendent of Public Instruction and the State Board and Department of Education, further planning and coordination is imperative:

6.1 In light of the objectives specified in Assembly Concurrent Resolution 83 and the reassessment of access, outreach, and retention programs and of teacher preparation and staff development programs called for in the above recommendations, California's segments of higher education should reassess their academic and student support services, as well as their student affirmative action and equal educational opportunity plans and programs. By July 1, 1986, they should report their revised or new plans to the California Postsecondary Education Commission. The Commission should then comment on these plans to the Governor, Legislature, and the segments by January 1, 1987.

6.2 In association with all segments of education, by July 1, 1986, the Commission should review all existing and planned State-funded programs of postsecondary outreach and access to determine how they can best serve the goals of Assembly Concurrent Resolution 83 and be targeted toward high schools with high minority and low-income enrollment. Among these programs are the California Student Opportunity and Access Program (Cal-SOAP), the California Writing and Mathematics Projects, the California Academic Partnership Program, MESA (Mathematics, Science, Engineering Achievement), University Early Outreach, and the Core Student Affirmative Action program.

6.3 In 1988, again in 1990, and periodically thereafter as needed, the Commission should report on the progress already made and likely to be made in meeting the goals of this report and of Assembly Concurrent Resolution 83 for proportional representation of all ethnic groups at the completion of high school and college and in university eligibility.

7. Involving Accreditation

The accreditation process should be utilized to meet the objectives of educational equity:

7.1 California's public high schools should include in their self studies for accreditation a review of their existing curriculum and student achievement in light of the competencies expected by the State Board of Education and by the academic senates of the State's three public higher education segments.

7.2 Representatives of the four postsecondary segments should encourage their faculty members to participate in external review teams of the Western Association of Schools and Colleges and to assist schools in addressing deficiencies identified during the accreditation process.

7.3 The Community Colleges and Senior Institutions Commissions of the Association should include, as part of their accreditation process, increased review of the effectiveness of the community college transfer function and of academic and student support programs in terms of student attainment.

8. Increasing Support

School and college educators must seek the active support and cooperation of government and the private sector to convey the message of the importance of schools and of academic achievement to all young people and their parents.

8.1 Categorical and general school funds, such as those for the School Improvement and the Gifted and Talented Students Programs, should be focused toward the priorities of Recommendation 2 above in order to:

- Prepare students from kindergarten through eighth grade so they will be successful in the single core secondary school curriculum;
- Provide academic support at all levels from elementary through high school for those students who need additional assistance to develop academic competencies and succeed in college preparatory courses; and
- Coordinate existing supplementary services and undertake new services in partnership with postsecondary institutions that are targeted at low-income and underrepresented minority students.

8.2 Adequate State-funded student grant aid, in conjunction with institutional and federal student financial aid, must be available to assure appropriate opportunities for access and choice among higher education institutions and reduce the debt burdens of low-income students.

SANTA BARBARA CITY COLLEGE

RECRUITMENT, RETENTION AND INNOVATIVE INSTRUCTIONAL STRATEGIES FOR CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS:

A REVIEW OF THE LITERATURE

OFFICE OF INSTRUCTIONAL SERVICES
PREPARED BY
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SEPTEMBER 1987

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CHAPTER 1

Introduction

The growing concern over the underrepresentation of Hispanics, Blacks, and Native Americans in California's postsecondary institutions highlights an important issue currently facing the state - the rapidly changing demographics which will result in the now under-represented minorities becoming the "new majority" by the year 2010.

California's total population is projected to reach approximately 30.1 million by the year 2000, up 27% from 1980. The White non-Hispanic population, however, will actually decline as a proportion of this total, from a current 61.9% to 53.2% by the year 2000. By the year 2010, Whites will be less than a majority.

The Hispanic population is projected to grow from 21.7% to almost 27% of the total by the year 2000. The Black population will grow by about one-half million persons by the year 2000, representing an increase from 7.6% to 8% of the state's total population. The Asian population will increase dramatically, rising from approximately 8.7% of today's population to nearly 12% by 2000. (See Appendix A).

While non-Hispanic Whites will decline from two-thirds to slightly over half of the population by the end of the century, Hispanics and Asians will increase at a rate at least 20 times the rate of increase of Whites (California Assembly Office of Research, 1987).

California's current college graduation rates clash sharply with its rapidly changing demographics. Hispanics are under-represented in earned degrees at all levels of postsecondary education. At the two-year degree level, proportion of degrees earned by Hispanic students is slightly more than one-half the size of the Spanish-origin proportion of the college-age population in the state. The proportion of degrees earned by Hispanics are approximately one-fourth as large as the Spanish-origin proportion of the college-age population at the bachelors, master's, and first professional and less than one-tenth as large at the doctoral level (Kaufman, 1984). Appendix B presents the distribution among Hispanics of earned degrees at five levels (associate, bachelor's, master's, doctoral, and first professional) with Hispanic representation in the college-age population (aged 20-29).

The proportion of degrees earned by Blacks at two-year institutions is about equal to the Black proportion of the college-age population. At higher levels, however, earned degrees of Blacks represent only about one-half of their share of that population group (See Appendix C for a breakdown of earned degrees).

Native Americans are well represented at the two-year, bachelor's, and master's levels but underrepresented at the doctoral and first professional levels (Appendix D presents a breakdown of earned degrees).

The Asian proportions of degrees earned are substantially larger than the Asian proportion of the college-age population in the state at all levels except the doctoral. (See Appendix E).

The underrepresentation of Blacks and Hispanics in California's higher education system is a very complex problem. However, as the number of minorities in California increases, so will the number of minorities seeking a higher education. The impact of the changing demographics in California is of paramount importance to institutions of higher learning, particulary at the community college level.

Community, junior, and technical colleges can take considerable credit for expanding the base for education beyond high school for minorities. Through flexible admission policies, low costs, and a broad mix of educational programs, they have provided the keys to opportunity for many (Gilbert, 1979). More importantly, since two-year colleges offer opportunities for study to minorities to a greater extent than that found in postsecondary education as a whole, minorities will continue to take advantage of opportunities for education beyond high school in ever mounting numbers at the community college level.

Santa Barbara City College is an excellent example of minorities utilizing the community college system to pursue a higher education. For example, the Spring semester enrollment of Hispanics has increased from 9.76% (1,020 - 1983) of the total student enrollment to 13.4% (1,398 - 1987); in the same period, Asian enrollment has increased from 3.27% (342 - 1983) to 4.2% (443 - 1987). (SBCC: Student Characteristics Summary of the Past Five Years).

Even though accessibility has increased the enrollment of minorities, they are still underrepresented since the retention and completion rates for minorities are lower in the secondary schools as well as in the institutions of higher learning (Olivas, 1979). Thus, in spite of all advances that have been made in making higher education accessible, viable programs in the areas of recruitment, retention and learning that will increase the participation of culturally diverse minority students are still a fundamental need.

In light of California's changing demographics, Santa Barbara City College, and other community and junior colleges alike throughout the state are now faced with the following educational issues: (1) devising effective recruitment methods to attract more minorities; (2) retention of minority students already enrolled; (3) improving graduation and transfer rates; and (4) tailoring curriculum and teaching strategies to meet the needs of culturally diverse minority students.

Therefore, the purpose of this paper is to present a review of research as it relates to the recruitment, retention and teaching strategies for the culturally diverse minority community college student.

CHAPTER 2

RECRUITMENT STRATEGIES FOR CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS

Review of the Literature

A concern expressed in much of the literature on the recruitment of minorities to higher education is the fact that the great strides made in the 1960's and early 1970's are eroding. For example, a study sponsored by the American Association of State Colleges and Universities indicates that the enrollment of Blacks in high schools increasaed by 29% between 1975 and 1981; however, Black enrollment in higher education has decreased by 11% during the same period (Community College Board, 1986). Likewise, while there is some evidence that the percentage of Hispanics graduating from high school is increasing (51.9% in 1972 versus 60.1% in 1984), the nationwide percentage of Hispanics enrolling in postsecondary education has actually declined during the same period. Hispanic college enrollment reached a peak of 36 percent in 1976 and currently stands at approximately 30 percent of graduating seniors. While at first sight these numbers may not appear to be strikingly low, a closer examination of Hispanic schooling patterns reveals a more alarming picture. Approximately 40 percent of all Hispanics who begin school do not graduate. Hence, for every 10 Hispanic 18-year-olds, only two will complete high school and pursue any postsecondary education. Two years later, one of those two will have dropped out (Gandara, 1986).

This decline in minority enrollment in higher education and the fact that 1 out of every 3 individuals in California will be a minority in the year 2000, has led many legislative bodies to set up commissions to investigate more effective ways of recruiting and retaining minority students in higher education. For example, the state of Illinois has mandated through Public Act 84-726 the development of strategies to increase the participation of minorities, women and disabled persons in higher education. The same intent has been expressed by many bodies looking into the future of education in California. The Commission for the Review of the Master Plan for Higher Education recognizes the fact that minorities, women and adult learners have not been well served in postsecondary education. The Commission states that it will be expensive to strengthen programs and serve these groups well, yet it clearly recognizes that the failure to do so will cost much more. The consequence of a populataion that is not well educated will affect all the citizens of California (Commission for the Review of the Master Plan, 1986).

Many of the recruitment methods suggested in the literature consulted are already being used at Santa Barbara City College (SBCC). In fact, SBCC is well ahead of other institutions in programs and services used to recruit and retain minority, women, and disabled students. Visits to high schools, tours of the college by high school students and participation in college days are routine at SBCC.

Rather than enumerate methods that are already successfully employed at SBCC, the focus here is on methods or aspects of the literature on recruitment that we believe are unique or favorable variations of methods already used.

Three observations made in a report listing methods used by community colleges in Illinois are significant. The recruitment of minority students not only takes place in the secondary schools, but also at non school sites such as government agencies, churches, prisons, etc. This is an attempt to reach those members of the minority community who have dropped out of school and who can perhaps profit the most by the services provided by the community college (Community College Board, 1986).

Surveys conducted in the Los Angeles Community College District seem to indicate the need for departments to schedule classes at times and at sites that are more convenient for minority community members. Many students in the survey said they could not take advantage of ancillary services because they did not have the time or they were scheduled at the wrong time Friedlander, 1981).

Many of the colleges in Illinois also realize that the recruitment of potential students must also occur at the junior high level, before students drop out school. Contacts with these students may also inspire young people who had never dreamed of a future. It is vital that the contacts and visits be carried out in conjunction with the high schools. A coordinated effort can inform the students about the community college and the necessary course work which he or she must pursue in high school. Personnel from both institutions can provide guidance and personal contact as the student begins his or her educational journey (Community College Board, 1986).

Florida Keys Community College also establishes contacts with both high school and junior high school students. College personnel make many visits to the schools and invite the students to visit the college campus. During Junior High Week, 50 eighth graders per day are brought to the college. By the end of the week between 250 and 300 students have visited the college. Presentations focus on careers, course selection in high schools, financial aid and the relationship between the mastery of study skills and social/economic mobility. Parents are also invited to participate in some of the sessions, especially those focusing on financial aid (Warfield, 1985).

In a report prepared for the California Community College Board of Governors, the value of a coordinated program is stressed. Not only should it involve the community college with the junior and senior high schools, but it should also incorporate the four year colleges. A well articulated program should provide information and personal support for the minority student at all levels and make it easier for students to transition from one level to another knowing that there are caring programs at all levels (Board of Governors of the California Community College, 1986).

A coordinated effort between the various institutions involved can be made in another area. Faculty from the same discipline can meet to discuss curriculum issue which affect students, minority and non minority, at all levels of education. Faculty exchange programs which focus on minority students can also be organized between the high schools, community colleges and four-year institutions (Board Of Governors of the California Community College, 1986).

The participation of college personnel, especially faculty in minority community organizations was considered an important way of recruiting students by some colleges in Illinois. These community based organizations can also provide assistance in the community college's attempt to reach more members of the minority community. Members of these organizations can be a valuable asset to postsecondary education by serving on advisory bodies for recruitment and retention programs, they can also be invited to participate in department advisory bodies (Board of Governors of the California Community College, 1986).

The role of departments and individual faculty is addressed in various studies. In many cases, it is indicated that departments and indiviudal faculty do not get involved in the recruitment of students. Many departments rely on student intitated enrollments or rely on counselors and ancillary services to handle recruitment. In a survey of science faculty conducted in the Los Angeles Community College District, nearly half of the faculty indicated that they had never recruited students. Also, only 1 in 8 faculty had ever visited the high schools to speak to students regarding science programs at the community college level (Cohen, 1981; Friedlander, 1981b).

The studies also revealed that minorities and women do not enroll in great numbers in science courses. The fear of mathematics, the lack of study skills preparation and other factors may help explain why this occurs. What is also significant is the fact that many students who were polled in the same study indicated that the reason they did not enroll in these classes is because no one had ever them to do so (Friedlander, 1981b).

If the institution and departments feel that not enough minority students are enrolled in their programs, then it may be important for the departments to establish links with the minority community at the department level. However, if individual faculty or departments are going to establish contacts with junior and high school students as well as with community organizations, the community college must provide training on effective ways of working with minorities in schools and in the community.

The report prepared for the California Community College Board of Governors and generated from an invitational symposium on effective ways to recruit and retain minority students, indicates the importance of lines with businesses and industry. A partnership may help the college two ways. Recruitment of minorities may occur at the industrial or business site, in turn business and industry profit by having better educated employees who enroll in job related programs. The partnerships can also provide an avenue for college students to find jobs or job training sites (Board of Governors of the California Community Colleges, 1986).

The report to the Board of Governors also stresses the importance of institutional commitment and support for programs established by the college, departments or individual faculty to try to recruit and retain minority students (Board of Governors of the California Community Colleges, 1986). The institution can thus strengthen the Affirmative Action program to provide for more hiring and promotion of minorities, women and disabled individuals. Department reviews and the accreditation process can access whether departments are making any effort to recruit or retain minority students. College leaders can also provide incentives and rewards for faculty members who involve themselves in efforts to recruit and work with minority students.

In a study focusing on the need for more minorities and women in the sciences, Friedlander (1981) mentions one technique that may be very important in both recruitment and retention efforts. He notes that one way of attracting minorities and women is to bring successful minorities in the science areas to the campus to serve as inspirations for the minority students. Successful minority students and elder siblings can be incorporated into retention programs to serve as role models to minority students at the community college. The same minority students at the community college can in turn serve as role models and work with high school students and junior high students.

The Los Angeles Harbor College Transfer Program established through a grant received from the Ford Foundation addresses another way personal contact can be used in recruitment and retention. One thousand students were informed about the transfer program by letter. However; minority students were also contacted by telephone as a follow-up. This contact was thought to be very crucial by program personnel (Peterson, 1984).

Recommendations for SBCC

1. Parental Involvement
    a. Invite minority parents to attend orientations at times more convenient for their work schedules.
    b. Offer orientations in Spanish.
    c. Encourage department level involvement with parents.
    d. Sponsor cultural night activities.

2. Elder Siblings
    a. Select promising SBCC minority students to work with junior and senior high students as mentors.

b. Develop a program to encourage four-year college and university minority students to work with SBCC students which could be coordinated through Transfer Center activites.

c. Target outstanding minority students in non-traditional areas such as math, science and engineering to work with other students indicate an interest in such major. Solicit sponsorship from individual faculty members.

3. Links to Minority Organizations.

d. Develop link to minority organizations and encourage community members to serve on department advisory boards. Tap into their knowledge and ideas on recruitment activities.

e. Encourage college personnel to participate in minority organizations, e.g., membership, lectures, etc.

4. Links to Businesses and Industries.

a. Encourage successful minorities in business to promote SBCC in their respective occupations. Seek support and advise on effective recruitment strategies.

5. Articulation

a. Encourage counseling staff to continue coordination of outreach activites; recruitment, counseling and advising in high schools and at SBCC.

b. Extensive contacts with junior high schools needs to be emphasized.

c. Tap into minority junior high school student organizations.

6. Articulated Faculty Efforts

a. Encourage departments to meet with colleagues from high schools and four-year institutions with a focus on minorities (sponsor presentations and activities).

b. Sponsor lecture exchanges by minority staff from other institutions to serve as role models for minority students on campus.

7. Administrative Commitments

a. Stronger emphasis on Affirmative Action in hiring practices is encouraged.

b. Encourage evaluation of individual departments in Five Year Plan and Accreditation Activities.

c. More visibility of minority related activites through publications, newsletters, etc.

9. Alternative On-Site Recruitment

a. Churches, business, industry, swap meets, etc.

CHAPTER 3

RETENTION OF CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS

A Review of the Literature

The attrition (and retention) of college students is a topic which has been more than casual interest to educators for quite some time, as evidenced by the volume of research which has been reported in the literature (Noel, Levitz, Saluri & Associates, 1986; Pantages & Creedon, 1978; Ramist, 1981).

With the approach of the 1980's, accompanied by predictions of significant reduction in the number of potential college recruits, attrition became a matter of increasingly urgent concern among college adminstrators. Ramist states that the concern about attrition has now taken on the dimension of an urgent administrative necessity (Ramist, 1981). Noel states that based upon Census Bureau statistics and Health Educational and Welfare data it is anticipated that by 1991 there will be a half-million fewer degree-entering students entering college than in in 1974, a drop of 24 percent (Noel, 1976).

Regarding attrition of minority student, several sources indicate consistently that these students are more likely to delay entry into college after completing high school, are more likely to attend school part-time, and are more likely to be from low-income families--all of which are factors which have found to be associated with high rates of attrition (Cohen & Brewer, 1980). Likewise, Beal and Noel (1980) state that it has long been known that the students most likely to drop out of postsecondary institutions are those who are new to postsecondary education, academically underprepared, undecided about a college major or career plans, returning adults, low socioeconomic status students, or first-generation students. Based upon a number of studies, Friedlander concludes that while many students withdraw for reasons over which the college has no control, many others withdraw because they are having difficulties in areas which the college staff can have a high degree of influence (Friedlander, 1981a).

In an attempt to explore further those factors associated with student attrition this chapter will review research as it relates to college student attrition and retention. More specifically, it will examine the academic, motivational, and personal characteristics of the students who are likely to drop out of college. It will also explore those general college environmental factors which are related to persistence followed by recommended strategies for improving retention rates applicable to Santa Barbara City College.

Attrition Factors

There is a large body of literature that is devoted to analyzing the reasons that students themselves give for dropping out of college (Ramist, 1981). In the process of summarizing the findings of over 100 research studies during a 25-year period, Pantages and Creedon (1978) have found consistent categories for dropping out of college. For example, the most frequently cited includes academic matters such as poor grades, boredom with courses, change in career goals, and inability to taked desired courses or programs. These reasons are given most often by men, by those with a poor high school record, by those who drop out late in the freshman year, and by those who later transfer to another college or return.

The second most frequently cited category is financial difficulties which is reported primarily by minorities, women with a poor high school record, early dropouts, and temporary droputs.

The third most frequently cited category is motivational problems. This category includes uncertainity about educational and occupational goals, lack of interest in studies, and inability or unwillingness to study. It is cited particularly by early and permanent dropouts, by academic dropouts, and by women with a poor high school record. It is rarely cited by women with a good high school record. The fact that it is cited most often by academic dropouts could mean that a lack of goal clarity contributes to low grades.

Another often cited reason includes personal considerations such as emotional problems, problems of adjustment to college life, marriage, pregnancy, family responsibilities, and illness. Marriage is given as a reason most often by women and minorities. Although students do not rate these reasons as high in importance, counselors indicate that socioemotional problems are the most important reasons for attrition. Other reasons include dissatisfaction with the college, military service and full-time jobs.

Promoting Persistence and Academic Achievement

Ramist (1981), and Noel, Levitz, Saluri and Associates (1986) maintain that although it may be possible to reverse some inclinations to leave, a more complete and long-term beneficial strategy is to encourage retention of students inclined to leave, of current students not yet inclined to leave, and of future students, by upgrading the level of educational service that is provided for the benefit of the student. Beal & Noel (1980), King (1987) and Ramist (1981) conclude that the following are important persistence factors: financial aid, orientation, faculty-student interaction, academic programs, counseling and advising, and promoting a culturally diverse campus. Each will be discussed separately followed by recommendations applicable to Santa Barbara City College.

A. Financial Aid

Financial difficulty is the second most frequently cited category of reason for dropping out of college. Research shows that financial aid is an important factor in college choice and persistence, particulary when the student's socioeconomic background is taken into consideration. Baird (1967) and Eichhorn and Kallas (1962) find, not surprisingly, that students from lower economic backgrounds tend to be more concerned with tuition costs, location of the school, and other practical considerations than students from affluent backgrounds. Their research and that of Astin (1975), Slater (1960), Spady (1967), and Wegner (1967) also indicate that there is less likelihood that students will withdraw if they come from more affluent rather than lower socioeconomic backgrounds.

Research by Bergen, Upham, and Bergen (1970) and Astin (1970) indicates that students who receive grants or scholarahips are slightly more likely to persist toward graduation than are nonrecipients. College work-study awards and student employment also contribute positively to student retention. Astin (1975) notes that having a job for fewer than twenty-five hours per week substantially increases students' chances of finishing college. In fact, his study indicates that a student's dropout probabilities are reduced by as much as 15 percent by such employment. Astin also finds that on-campus employment, either academic or nonacademic areas, has a more positive impact on persistence than off-campus employment. On-campus employment during a student's freshman year in particular seems to enhance the student's chance of completing school. Interestingly, Astin also concludes that federal work-study programs enhances persistence, particulary among Black students and students from middle-income families.

Recommendations for SBCC

1. Students need assistance in identifying and applying for scholarships. A staff member should be available to assist students with the process of locating and applying for financial assistance. The College should consider purchasing a national databank that list scholarship opportunities for minorities and women.

2. The Foundation should establish a special scholarship fund for minority students. Members of the community sould be encouraged to contribute to this special fund.

B. Orientations

According to Ramist (1981) in order to retain students it is important to help them make the most of their college experience by providing them with a good start through the orientation processs.

For this purpose, several suggestions have been made to upgrade the orientation process. Noel (1978) suggests that the college supply "survival tools" in question-and-answer format dealing with common problems and services that are not available to students. He also suggests that the college could make a special effort to bring together students with common interest.

Astin (1976) suggests that the orientation session should be an informational exchange on persistence. The college could inform the students of college-specific data on prior dropouts. A worksheet whereby the students could calculate his or her chances of dropping out, and see how these chances would change as a result of some of the choices to be made, could be quite informative. At the same time, the students could supply information to the college to be used in persistence research, future counseling, and perhaps in planning for the next entering class.

Chickering and Hannach (1969) suggest that, because of the importance of parental expectations and support, orientation sessions should be extended to parents. These concerns that lead to dropping out and indicate the existence of resources that might help parents and students make more informed decision if the need arises.

Recommendations for SBCC

1. The College's Summer Bridge Program should be expanded to include students with a "C" average or lower who need to improve their basic skills. The special summer orientation program should be patterned after the very successful ones established at the UC campuses. These programs operate for about six weeks and have been very effective in helping underprepared students develop the skills needed succeed in their classes once the regular academic year begins. The programs are also instruments in helping the students develop a network of friends with other students and members of the staff.

2. Consideration should be given to establishing an outreach effort to invite parents of minority students to college nights and to the orientation sessions at times most convenient for them.

C. Faculty-Student Interaction

Several studies have found the interaction between faculty and students is one of the most important determinants of retention of students (Pascarella &----------), 1979; Pantages & Creedon, 1978; Terenizini, 197-. It leads to both academic and social integration in the college. It is related to higher grades (Pascarella & Terenizini, 1976), greater self-perceived intellectual growth (Pascarellan & Terenizini, 1976; Wilson, Gaff, Dierst, Wood & Berry, 1975), and higher self-esteem. Astin (1977) reports that it has the strongest relationship with the college experience. Wilson et al.

activities on-campus which promote the unique and significant contributions of minorities to society.

2. The Ethnic Studies Program in general and the Chicano Studies Program in particular need to be strengthened.

3. Consideration should be given to adding an international/intercultural education degree requirement. In addition, faculty members should be encouraged to incorporate an international/intercultural component into their classes.

4. It is important to encourage opportunities for students to become affiliated with other students and staff members at the College. An excellent means of achieving this objective is to establish discipline-based clubs. These clubs will help students with their academic pursuits as well as provide them with a sense of belonging to the major and the college. UCSB has active discipline based clubs which are supervised by minority faculty and staff e.g., Hispanic Student Business Association, Pre-Law, Los Curanderos (Pre-Med), Los Ingenieros (Engineering Club).

E. Academic Support Services

One of the major goals of academic support services should be to increase the retention and graduation rates of minority students in need of those services. For example, learning skills laboratories and tutorial services are models for student assessment and service delivery and have received considerable attention over the last decade because of their success. However, for these programs to continue to be successful it must continue to focus on the human element. Minority students need human role models for encouragement as much as learning skills. They often have these needs met by the faculty and staff who work in the programs. Further, technological solutions presuppose self-motivated and self-directed learners--a condition which does not always apply to many students, particularly minorities and underrepresented students.

Faculty, both minority and non-minority, can play a key role in the overall design of an institution's efforts to increase retention and graduation rates of minority students. Faculty are uniquely able to aid in these efforts. Faculty contact with students occurs on a regular basis; they possess first-hand knowledge of how different students tend to perform; and they steer and orchestrate the classroom learning process and determine what is important for students to know.

Recommendations for SBCC

1. Encourage minority students to consult with instructors of each course in which they are enrolled to obtain feedback on performance, academic skills, areas of needed development and exposure, and readiness of subsequent

courses of study.

2. Encourage a referral system whereby faculty and counseling identify "high risk" students and make appropriate referrals as necessary.

3. Conduct longitudinal research into the various factors that positively affect minority academic achievement.

F. Student Support Services

Student support services have increased retention rates by at least 25% at some institutions (Carstensen & Silverborn, 1979). Yet, some minority students might seek academic help only if minority counselors are available. The institution can increase the participation rates of minority students as well as enhance the likelihood of a productive first encounter by encouraging a counseling staff that is both culturally diverse and culturally sensitive (King, 1987).

Adequate student support services are essential to assure the success of minority students on campuses. Many of the the support services created primarily for high risk underrepresented minority students are now being used successfully for student bodies at large. Without a significant increase in those resources, minority students are being squeezed out. This problem is especially acute for those minority student whose grade point averages and test scores do not identify them as persons for whom "special programs" would be useful. These students often lack adequate college preparation (test scores notwithstanding), and the successful pursuit of college-level programs becomes difficult.

Recommendations for SBCC

1. Promote the utilization of the Counseling and Transfer Centers during peak periods such as registration and orientation each semester.

2. Provide in-services for current staff members related to minority issues.

3. Continue to promote the cultural diversity of the Counseling and Transfer Centers through Affirmative Action hirings.

Chapter 4

CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS

Introduction

Student retention in higher education has received much attention in recent years (Sedlacek, 1983). Retention of culturally diverse minority students has posed a particular problem, since retention rates for these students tend to be lower than rates for white students (Astin, 1975; Avakian, MacKinney & Allen, 1982; Sedlacek & Pelham, 1976). The literature seems to emphasize admissions procedures as a way of increasing retention of minority students. In contrast, ways in which culturally diverse minority students might be helped to remain in college once they have started has received little attention. The literature has primarily focused on student services, such as counseling or minority affairs programs, not on the role of academic faculty in minority student retention (Sedlacek, 1983). Thus, this chapter will discuss the implications of the literature on retention for faculty in the area of instruction. More specifically, it will highlight instructional strategies and changes in curriculum that have been implemented in various community colleges throughout the country to address the retention and unique learning needs of minority students.

Teaching Culturally Diverse Minority College Students: Implications for Faculty

Colleges and universities are now in search of new ways of teaching culturally diverse minority students. Hampton (1980) has succeeded in doing this. He has identified several productive and innovative teaching strategies which have proven fruitful in his work with minority college students. He outlines eight basic innovative strategies for teaching culturally diverse minority college students which deserves further attention.

Performance Inventorying. Hampton (1980) states that many culturally diverse minority students have experienced considerable academic and personal failure in the past and may come to college with low self-esteem and limited motivation. Because of this, there is a need to implement as much in the way of external motivation-that is, incentive motivation-as possible to ignite the motivation of the culturally diverse minority student.

He recommends setting up a teaching-tutoring program that would allow almost constant evaluation of progress. Hampton (1980) identifies three advantages of such approach:

1. Success accomplishment is experienced immediately upon learning and can be used right away to augment motivation and implement greater participation in study activities.

2. Constant evaluation of progress provides the student with the opportunity of avoiding fixation of faulty learning and wrong ways of doing things.

3. Students experience an ongoing reciprocal relationship with their instructors-counselors. (Problems that arise can be taken care of immediately).

Repetitive learning success inventorying provides for a fluid, ongoing interpersonal relationship between student and instructor and so makes best use of learning principles and learning techniques.

Shot-Gun Approach in Teaching. Hampton (1980) states that in teaching, there is a great deal of departmentalization with the result that students have to provide a variety of mental pigeon-holes into which to place information gleaned from different subject matter areas. In the approach that his college uses with minority students they expose students to large areas of subject matter at once. For example, in connection with communicatin skills, the developmental course sponsored is one that devotes itself to all of the communications skills, including reading, listening, writing, speaking, and computation, as well as the personal and social adjustment skills. This course on communication skills permits a horizontal approach to communication rather than a vertical approach separated by different kinds of subject matter identifications.

Similarly, in the generic subject matter areas, the social studies area consists of segments of history, sociology, psychology, economics, political science, and so on. In the same way, the developmental course in the natural sciences consists of segments of chemistry, physics, geology, mineralogy, and segments of the medical and biological sciences. In this way, culturally diverse minority college students are able to make full use of the whole methods of learning and avoid part method of learning which is found less effective for purposes of understanding and remembering (Hampton, 1980).

Heterogeneity of Background. According to Hampton (1980), if there is heterogeneity of academic background in the student population of a course, you can implement a teaching counseling situation whereby the stronger students in effect become assistants to the teacher-counselor in helping the weaker students. The advantages of such approach are: (a) the most capable students feel a responsibility to the less capable students and so become in effect auxiliary teacher-counselors helping the designated teacher-counselor in his or her teaching efforts; (b) the stronger students, by helping the weaker students, gain advantage in learning because they are placed in a situation where they teach and counsel as well as learn; and (c) weaker students have an opportunity for closer identification with their own peers.

Multiplicity of Incentives. Hampton (1980) strongly encourages institutions to provide external incentives to learn for culturally diverse minority students, incentives which consist not only of serving them by providing them the opportunity for learning but also by paying them to do the learning. All the supplies for learning (textbooks, pens, notepads, etc.) should preferably be free of charge. There should be remission of tuition and other fees. There should be opportunity for free transportation and free participation in recreational activities on campus. Colleges and universitites must make learning worth their while in terms of satisfying their immediate basic needs. They must in effect make it materially worthwhile for them to learn before we can expect them to working on realizing distant goals or expect them to learn for the sake of learning. Colleges and universities must pay culturally diverse minority college students for learning so that after experimenting success, they will gradually build up internal inititative and internal motivation to carry on.

Individual Pacing in Learning. Because of the heterogeneous composition of students, Hampton (1980) emphasizes not using the horizontal pacing since it does not work. Students need to pace themselves in relation to their own capability to learn and their own cumulative background of achievement. Individual pacing in learning requires much more in the way of guidance and supervision from instructors, tutors, and counselors than common pacing requires. In some respects, individual pacing actually demands a multiple track approach in teaching; that is, the instructor needs to monitor the students in a group in terms of individual progress.

Emphasis Upon Concepts. Successful teaching of culturally diverse minority college students requires emphasis upon low-level and concrete concepts, rather than emphasis upon factual information. Concepts taught must be relevant to their experiential background. Abstract concepts must be taught at a later time when the student already has a firm background of functional concepts and associated factual information (Hampton, 1980).

Attention-Getters and Sustainers. Culturally diverse minority college students have to be sold on learning. They have to be sold definitely and repeatedly because they have had considerable failure experience in the past and as a result may have a low level of self-conceptualization and motivation. Advertising to learn, therefore, is essential if students are to be recruited and retained in institutions of higher learning. All of the attention-getting devices available must be put into practice. Size, color, shape, movement, contrast, uniqueness, repetitiveness, and many other attention producing stimuli must become commonplace inducements to learn.

Encouragment of Feeling Relationships. Since students are so much in need of affiliative reassurance and so much in need of emotional expression, the instructor, the tutor, and the counselor must be provide a feeling relationship with students in their teaching, tutoring, and counseling efforts. Only when the teacher encourages feeling responsiveness on the part of students will the culturally diverse minority college student find the courage to respond meaningfully to the instructor and the counselor (Hampton, 1980).

Variables Contributing to Culturally Diverse Minority Students' Academic Success

Hampton (1980) identified several innovative teaching strategies in working with culturally diverse minority students. However, before these strategies can be implemented, it is equally important to understand those backgrounds, interests, and attitudinal and motivational variables which are important for minority student success in college.

Sedlacek (1984) has identified eight characteristics unique to culturally diverse minority students that have to do with their success in higher education. Sedlacek states that the context in which these variables are used is extremely important. They should be not be viewed as absolute attributes that are relevant to all minority students, nor should faculty assume that all minority students are having trouble. Rather, these variables should be viewed as hypotheses that faculty should use in interacting with students.

Positive Self-Concept. Successful minority students have a positive self-concept. A good self-concept seems important for minorities at all educational levels where the effect of self-concept has been investigated. The minority student who feels confident that he or she can make it through school is more likely to survive and graduate.

Faculty appear to play a particulary critical role in the minority student's self-concept. Faculty tend to expect less of minority students than they do of White students (Chaikin & Derlega, 1978; Rosenthal & Jacobson, 1968; Rubovitz & Maehr, 1973; Woolfold & Brooks, 1983). If an instructor expects a student to perform well, the student performs well, and the self-fulfilling prophecy becomes a reality. Avoiding calling on a minority student in class or expecting the student to provide the minority point of view on a topic both present undue difficulties for the student and the student's self-concept.

Recognition that a student's racial and cultural background is relevant gives important support to minority students, since research has consistently shown that minority students, particularly Blacks tend to see their race or cultural group as an important aspect of their self-concept (Sedlacek & Brooks, 1976).

Stikes (1984) states that both relevance and relationships of curriculum are important because they interact to promote self-esteem and learning. For example, a Black student may not be motivated initially to read, understand, and relate to the characters in such common introductory readings as "War and Peace, "The Great Gatsby," and "Catcher in the Rye." Instead, they may respond warmly to the "Autobiography of Malcolm X," or "Soul on Ice," and read these books dilingently and with understanding. The latter readings allow Black students to identify with known experiences. By using familiar materials, it is possible to facilitate the expansion of awareness and knowledge into new areas and promote self-esteem.

Some basic questions can be used to guide educators in selecting course material:

1. What does the course material have to say about women and minorities? Does it promote cultural diversity?

2. Are women and minorities presented in leadership roles?

3. Are social relationships and lifestyles authentically presented.?

4. Are women and minorities given equal representaion and importance in course materials?

Understanding and Dealing with Racism. Successful minority students understand and deal with racism. Personal experience of racism makes them realistic. Research has consistently shown that minority students who understand racism and who are prepared to deal with it perform better academically and are more likely to adjust to a predominantly white school than those who are not (Barbarin, 1981; DiCesare & others, 1972; Gurin & others, 1969).

Sedlacek & Brooks (1976) recommend that colleges integrate minority- and racism-related content into the curriculum. A key strategy is to encourage serious in-service instructor training. Instructional materials must be developed, but the goal is to have instructors understand and use the material. Optimally, however, instructors must cover race-related issues in both the formal and informal context of their interactions with students.

Realistic Self-Appraisal. Successful minority students practice realistic, self-appraisal. They recognize and accept academic or background dificiencies and work hard at self-development. They also recognized the need to broaden their individuality (Sedalcek, 1983).

Faculty must take an active role to ensure that minority students get honest and realistics feedback on how they are doing in and out of class. Being reluctant to approach a minority student because of personal discomfort at doing so should be overcome. Minority students are less clear than whites are about what they can expect from faculty, so faculty will have to initiate contact more often than they do with white students. Also, faculty should go beyond classroom consideration. Minority students tend to need more information on how the whole system works and on how they are doing in it than white students do.

Preferred Long-Range Goals to Short Term. Successful minority students prefer long-range goals to short term or immediate needs. They understand and are willing to accept deferred gratification. Since role models are unavailable and the reinforcement system has beeen relatively random for them, many minorities have difficulty understanding the relationship between current work and the ultimate practice of their professions.

To help minority students on this variable, faculty should both employ more feedback and use different methods. For instance, increasing the frequency of exams and using multiple-choice and essay exams along with written reports and class participation. Returning exams promptly and making every effort to link performance and outcomes are other important things that faculty can do. Working with a minority student to set up goals that are accomplished, reinforced, and gradually lengthened is another thing that faculty can do. Minority students benefit by having exam dates, assignments, and so on clearly delineated and communciated. Reminders of expectations for the next class, the next week, and so forth, are particularly useful. The same process can also provide a structure for working with minority students to develop long-term goals.

Availabilty of a Strong Support Person. Successsful minority students tend to have a person of strong influence who provides advice in times of crisis. This individual may be a member of the student's immediate family, but he or she is often a relative or a community worker.

Faculty can be the strong support person that a minority student needs, but several things seem to work against it. First, minority students tend to need the support person very early in their college life even before they matriculate. Second, it takes time to develop a supporting relationship. The minority student's tendency to be unsure about how to approach faculty slows the process further and reduces the likelihood that a strong relationship will develop in time. The recommendation that faculty should take an active role in initiating relationships with minority students should not be regarded as preferential treatment. Students should be approached and taught based on where they are. We cannot use the same model for everyone, nor can we expect to reach all student in the same way. Equality of treatment does not mean equality of outcome. If we want to reach minority students, the evidence suggests that we must sometimes employ different methods than we would in reaching white student (Astin, 1975; Hampton, 1980; Sedaleck, 1983; Stikes, 1984).

Successful Leadership Experience. Successful minority students have successful leadership experience. They have shown the ability to organize and influence others within their cultural-racial context. The key here is that evidence of leadership tends to take nontraditional forms among minority students. Promising students show their leadership in less typical ways, such as by working in their community or church. It is important to focus on the culturally relevant activities that minority students pursue.

Faculty should encourage students to participate in a variety of departmental and schoolwide activities, such as clubs and organizations or working with faculty on research. These activities can be related to professional development and identification with a particular field.

Demonstrated Community Service. Successful minority students have contributed to their community. This predictor is closely related to the leadership experience just discussed, since many of the successful activities of minority students are performed in their own community.

Faculty can explore community service interests both to get to know their students better and to develop a link between students' academic and community interests. Many schools provide work study programs and have offices to facilitate faculty involvement with these programs. Astin (1975) suggest that having a point of identification with the institution is important for student retention. By recognizing the validity of community experience for minority students and by helping students to translate some of those needs and interests into school-related variables, faculty can make a big difference.

Nontraditional Knowledge. This is defined by Sedlacek (1983) as "unusual or culturally related ways of obtaining information and demonstrated knowledge" (p.47). Astin (1975) found that Blacks who were able to demonstrate knowledge gained in nontraditional ways through credit by examination were less likely to drop out than Blacks who did not take credit by examination. The increase in student retention associated with demonstrating knowledge in this nontraditonal way was more than twice as great for Blacks as it was for Whites. Faculty can be very important here by helping to identify nontraditional ways in which students can show their interests in a field. By pursuing students' interests. faculty can obtain a great deal of information that will be useful in advising and counseling students.

Innovative Teaching Strategies and Curriculum: Case Studies

Many minority students arrive on college campuses less than well prepared to tackle college curricula. At a time in our educational history when 30 to 40 percent of entering students lack the basic skils necessary to college-level performance, this underpreparedness is not limited to minority students; yet they, far more frequently than others, suffer the stigma and often receive the least support for enhancing their skills (Moore & Carpenter, 1985). Minority and other underprepared students need be assisted to change and enhance their academic and intellectual skills to their fullest potential.

How can insititutions of higher learning assist minority students achieve a positive college experience and fulfill these goals?

In this section, we will highlight some innovative instructional approaches and changes in curriculum that have been implemented in various colleges and universities throughout the country to address the retention and unique learning needs of culturally diverse minority college students. Recommendations for applying these approaches at Santa Barbara City College will be proposed.

"Project M.E.CH.I.C.A.: Materias para Estudios Chicanos Interculturales de America"

Bakersfield College
Michal C. Clark and Jesus G. Nieto

Project M.E.CH.I.C.A. was a program implemented at Bakersfield college to develop and disseminate bilingual Chicano Studies curriculum materials which would prepare college personnel in the use of these materials and promote an inter-cultural dimension in Chicano Studies.

A group of 25 Chicano, bilingual, community college students were selected in a Chicano Studies curriculum development project in Mexico for one semester.

Project Achievements

1. A set of 14 teaching modules.
2. A Chicano Literature Anthology.
3. An Anthology on Mexican and Chicano Thought and Philosophy.
4. A videotape on the history of the Chicano's pre-Columbian past.
5. Chicano Poetry, Tapes.
6. A catalogued collection of picture and slides.
7. A comprehensive bibliography of Chicano Studies materials.

8. Development of a Chicano Studies book collection.
9. Development of a Chicano Studies record collection.
10. A comprehensive index to Chicano Studies audio-visual materials.
11. An index of all Chicano Studies materials available at Bakersfield College.
12. A series of articles on project activities.
13. A series of speaking engagements concerning project activities.
14. A Chicano Studies display and collection.

The best presentation made by the project was a display developed for Chicano Studies Week at Bakersfield College. The display consisted of an orgazined collection of pictures and artifacts focusing upon the heritage of the Chicano. Media shows (slide-tape, slides, tapes or video tapes) were intermittently available. An estimated audience of well over 5,000 visited the display. According to Clark and Nieto (1975) this means of positive interaction of the public with Chicano Studies materials was beneficial for the growth and development of multi-cultural education at Bakersfield College.

The Chicano Studies curriculum materials were organized so they could be formed into whole courses in Chicano Studies or so that they could provide materials on Chicano and Mexican heritage to be intergrated into other (anthropology, literature, etc) courses.

One of the most interesting facets of the project was that many of the Chicano Studies materials which were developed and collected were in Spanish. Some materials were also in both English and Spanish and available for bilingual instruction.

Potential Application of Approaches at SBCC

1. Offer a bilingual introductory Chicano Studies course which would allow advanced ESL students to take college level courses.

2. Develop and incorporate bilingual Chicano Studies courses into the Bilingual Instructional Aide Program.

3. Market the Chicano Studies Major at the local high schools in addition to marketing the major at SBCC.

"Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success"

Jefferson Community College, Louisville, Ky
Ronald J. Horvath

The following are excerpts of a pamphlet, the first in a series of three formal publications, produced by faculty at

Jefferson Community College to address the retention problems of Black students.

A. General Classroom Management

1. Have students fill out an index card with name, address, telephone number, goals, and other personal information you or they think is important. Ask them to provide a list of the times they are available to meet with you.

2. Be flexible when scheduling make-up tests and quizzes, students may have other classes.

3. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting.

4. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation.

5. Give each student a mid-term grade and indicate what each student must do to improve, a mid-term conference may be needed.

6. Let students know that you are able and willing to discuss study techniques and habits for your course.

7. Refer untimely withdrawals to counseling for future follow-up.

8. Provide-positive reinforcement whenever possible, give students a respectful answer to any question they may ask.

B. Student Initiated Activities

1. Permit and encourage students to bring a friend to class.

2. Encourage study groups (a form of peer tutoring).

3. Provide students with a list of class names, addresses, and telephone numbers (with permission) to encourage out-of-class contacts.

4. Have students set specific goals for themselves throughout the semester in terms of their learning and what responsibilites they will undertake.

IV. Faculty Initiated Activities

1. Encourage students to attend cultural activities and

to participate in extra-curricular activities. Give recognition and/or rewards for participation.

2. At mid-term and at final exam, your last test question should ask if a student is going to remain in college or drop put at the end of the semester. If a potential drop-out is identified, you can advise the student personally or work with a counselor.

3. Confer with other faculty members who have the same students in class. Focus on student learning problems, observed behavior, positive responses, etc.

4. Invite reading/study skills faculty to your classes to discuss study habits, techniques.

5. Take the initiative to contact and meet students who are doing poor work. Be especially aware of the "passive" student, one who comes to class, sits quietly, does not participates, but does poorly on tests, quizzes, etc.

Potential Application of Approach at SBCC

1. Utilize these recommendations at faculty in-services and department workshops.

"Self-Esteem and Academic Performance: Using a Self-Image Improvement Package with Emphasis on the Chicano Student"

Mount San Antonio College, California
John D. Reck

The Self-Image Improvement Package at Mount San Antonio College is based on a series of response steps which help a student develop concentration and visualization by providing immediate feedback. In turn, this feedback enables the student to more readily accept counsel. Self-Programming Counseling, then, is the instructor's guidance and Self-Programmed Control is the student's response.

This approach is based upon the established correlations between visualizated behavior and the occurence of the actual behavior. In turn, this will improve the student's self-image. The inference is that an improved self-image will increase the chances of academic and general success.

Materials and Procedures

1. A cassette recorder/play-back unit.

   The student is taught a retrieval system so that all information on tapes is readily available.

The student is encouraged to record lectures as well as listen to a series of tapes which corresponded to reading material. The purpose of using the cassette is that it enables the student to study and learn whenever and wherever he or she wishes.

2. Maltz, M. (1970). Psycho-Cybernetics. New York.

   This book is introduced to aid in the development of positive attitudes. It is the major source of the philosophy of self-image improvement.

3. Funk, W. & Lewis, N. (1973). Thirty Days to a More Powerful Vocabulary. New York.

   Wrenn, G. & Larsen, R. (1972). Studying Effectively. Stanford.

   These two books are used to help the student gain actual academic skills necessary to success in college.

The results of a study utilizing this method found that Chicanos utilizing this package achieved higher g.p.a.'s, higher Spring re-enrolllent rates, better study habits and attitudes and lower fear factors. Reck (1974) recommends that college faculty incorporate the basic philosophy of the program into their regular classroom procedures.

Potential Application of Approach at SBCC

1. Offer this program through a short course sponsored by the Counseling and/or Career Center.
2. Expand this program to include other minority groups.

Oral History Center: A Model for Minority Student Instruction

West Los Angeles College, California
Charles J. Lang and Hackie Ireland

The Multi-Cultural Oral History Center at West Los Angeles College was developed in an attempt to provide its multi-ethnic student body with a unique type of relevant educational motivation. The Center serves as a despository for audiotapes of interviews with members of various minorities. Interviews focus upon: (1) perceptions of significant current events, (2) personal involvement in history-making events (3) memories of significant historical periods, and (4) experiences of new groups of American immigrants.

In addition to documenting minority experiences, the Oral History technique is an instructional delivery mode that can be utilized effectively in the disciplines of English, speech, journalism, history, sociology, and political science.

The student may approach the Oral History in three ways: (1) the student is required to summarize the interview so as to convince a potential listener of the importance of hearing the tape; (2) a more advanced report includes in depth quotations from the interview. This analyses incorporates individual research relating to the interviewee and/or interview topic; and (3) the most advanced report requires a complete transcript and in depth analysis of the interview.

Planning, conducting and analyzing the oral history interview provides three significant educational benefits for the student. One, interest in major events reported by the interviewee encourages students to become acquainted with library as a research tool in order to verify information provided by answers to interview questions. Two, the desire to determine appropriate interview questionns develops students' ability to think critically and originally. Three, focus of the interview upon achievement during a difficult historical period enhances minority students' motivation and builds their self-esteem.

The contribution of the oral history techniques makes to a minority students' motivation, self-esteem and achievement is particulary significant. Minority students come to see many interviewees as role models.

Potential Application of Approach at SBCC

1. Designate a section of the Campus Center as the Minority Student Center to be used as a referral informational center, study center, gallery display of ethnic paintings, library for student interview tapes, crafts, etc.

New Initiatives for Transfer Students: Urban Community College Transfer Opportunities Program

Los Angeles City College, California
Barbara Schaier-Paleg

Los Angeles City College (LACC) initiated an instructional delivery system that integrated academic courses, skills courses and counseling services as part of the Urban Community College Transfer Opportunities Program. The goal of this program was to increase the opportunity of low income students to transfer from LACC to four-year institutions. The following summarizes some of the key components of the program.

Development and Implementation of Paired Courses

At the beginning of the Fall semester, 1983, faculty were invited to submit proposals to develop curriculum for paired courses. The three course pairs developed and implemented that year included:

1. Principles of Business Data Processing 1 paired with English 1 (College Reading and Expression).
2. History 1 (Introduction to Western Civilization) paired with English 28 (Modern Thought and Expression).
3. Physics 11 (Introductory Physics) paired with Math 3 (Trigonometry).

Course curriculum and instructional materials were developed during the Fall semester. Courses were piloted during the Spring semester.

Instructional Strategies

Instructional strategies judged to be particulary significant focused on class scheduling, integrated instructor efforts, involvement of the content instructor in skills acquisition assignments, and integration of content material into skill excercises and assignments.

Courses were offered during consecutive time blocks and in the same room. This increased student identification with the paired courses concept. It also allowed instructors to work with students on a special assignment for a block of two consecutive hours when appropriate.

Paired instructors worked together closely. The content/skills instructor pair recognized the value of holding joint assignments. The teaching schedule of th skills instructor was arranged so as to allow observation of lectures by the content instructors. This allowed the content instructor to fully understand students assignments and the particular activity level required for content mastery.

Potential Application of Approach at SBCC

1. The approach of pairing a study skills class with an introductory college-level course has proved to be very successful at Sacramento City College. The model previously described earlier is worth pursuing at SBCC.
2. Other suggestions for paired courses could include Ethnic Studies courses with English 10, 90, 1 and 2 courses.

Learning Assistance Programs

Monterey Peninsula College, California
Eric V. Gravenberg and John H. Rivers

Monterey has implemented an intense learning experience in which academically underprepared students are immersed in a single course for a specific period of time. The goal is to improve the capacity of existing development courses to teach academic competencies necessary for successful entry into transfer colleges' math, scienice, and English curriculum. Students select the immerision program by choice. They are immersed first in a forty-hour math and then a forty-hour science course during the semester. English competencies are taught in the math and science courses using content and concepts from these disciplines. The Immersion Curriculum can be repeated until the student demonstrates the competencies deemed necessary by faculty for academic success. The decision to move into other college courses is made by the student and the instructor. Students who complete all the program requirements of the Immersion Curriculum have an 87 percent retention rate at Monterey College, which is considerably higher than the norm for the campus.

The program's instructional strategy employs two main approaches: the initiative method through which teachers design activities that encourage students to ask questions, become curious, imagine, and begin to initiate the need to know; and the instructive method through which instructors teach competencies and content. They observe, speak, demonstrate, reproduce, read, analyze, solve problems, and write. Instructors are also active and engage in the same activities as the students. The program includes films, guest speakers, and frequent visits to the college library as well as field trips to enrich learning. Classrooms feature pictures, symbols, designs, colors, and images that illustrates and reinforce math and science concepts.

Potential Application of Approach at SBCC

1. Immersion Program could be incorporated into a Summer Bridge Program for first time college students identified as having a "C" average or lower from high school.

Roxbury Commuity College's Transfer Opportunity Program

Roxbury Community College, Boston, Massachusetts

Roxbury Community College (RCC) received two grants to enhance transfer opportunities for RCC students, institute curricular reforms, and improve articulation with neighboring colleges. Some of the projects undertaken by RCC's faculty Work Group included the introduction of a mastery learning apprach for ESL students, the development of a "General Science Concepts" course and the design of a developmental skills program.

Mastery Learning of ESL

Twenty-four sections of ESL were taught in 1984 at RCC, all on a semester-long traditional schedule. One faculty member in the ESL department instituted a mastery learning approach in a beginning-level ESL course, designed the materials to accompany the courses, and found the teaching method so effective that she introduced some of the concepts into her other courses.

General Science Concepts

A high percentage of RCC students held high school equivalency degrees and high school diplomas, yet had little or no lab science experience. Instructors of introductory courses such as Biology and Chemistry found themselves spending the first weeks of class familiarizing their students with laboratory equipment and procedures. A "General Science Concepts" course was taught in four sections (one in Spanish) to alleviate the problem. The course was so successful that it became a science prerequisite for those lacking previous courses with labs.

Developmental Skills Programs

One hundred students who tested at the lowest ranges of English, Math and ESL placement tests were enrolled in a Developmental Skills Program to improve reading skills. These students were enrolled in nine units of math modules, social science or general science, and a specially-designed English course. The new English course was a combination of developmental reading, developmental writing and learning skills which were taught four days a week, plus a fifth day in a lab section. This approach was utilized to give one hundred students with severe educational dificiences intensive attention so that they would not be forced to compete in courses with students at much higher skill levels.

Potential Application of Approach at SBCC

1. The College could offer a General Science concepts course in the biological sciences. One section could be offered in Spanish for advanced ESL students interested the sciences and who want exposure to concepts.

The Pre-Technology Program for Disadvantaged, Minority and Women Students

Mercer Community College, New Jersey
Ronald Gepner

The Pre-Technology program was instituted at Mercer Community College to provide culturally diverse minority students and women students with a realistic introduction to technological occupations through coursework lab projects, and occupational education. The program stressed the development of basic skills which weree prerequisities to the successful completion of degree and certificate programs in technology. It provided students with a full range of tutoring, advisement, and counseling services designed to address the special problems often faced by these students. The program was administered as a standard course of instruction at the College, involving curriculum modification, recruitment, instruction and supportive services.

Program Instruction Content

Fall	Spring
EN 090 Intro to Technology	MS 109 Elementary Algebra
EN 100 Techn Calculations	EG 101 Eng Comp 1
MS 100 Basic Math	SC 105 Physical Science ES
100 Basic Communication	-- Techn Elective

These courses were chosen since they provided students with skills necessary to succeed in technical curricula leading to degrees or certificates. Classes were limited to 15-20 students to provide each student with somewhat individualized instruction. Each course contained built-in objectives, plus measurement strategies to assess participants' academic progress. To supplement instructional activities, the College provided intensive counseling and tutorial support.

In addition to the aforementioned course designed for the students, the project staff assisted these students with the selection of courses from the College technical curricula. This helped ensure that participants subsequently enrolled in programs which were appropriate to their levbel of ability and interest. By so doing, the potential for attrition was substantially reduced, and both the retention rate and participants' perceptions about their capabilities were expected to be heightened the following semester.

Potential Application of Approach at SBCC

1. The Pre-Technology program could be instituted at SBCC as an excellent means of assisting students in selecting a career objective and provide them with the skills and confidence needed to succeed in the occupational programs they select.

An Envolving Developmental Studies Program

El Centro College, Dallas, Texas
Mildred Bell

Several courses in the areas of English and history were added to the curriculum at El Centrol College of Dallas for the special interests of minority students. Two courses were offered at the sophmore English level: Black Literature (English 215), and Black Poetry (English 216). Four additional courses were offered through the Social Science Division that had appeal for minority students: The Heritage of Mexico (History 110), Latin American History (History 112), and American Minorities (History 204). It is the belief of the college staff that the offering of these types of classes helps to retain minority students.

Other approaches were also tried in the college's English 102 courses entitled "Composition and Literature," the second semester of freshman English. One section was offered in both the day and evening programs, and was developed to meet the needs of students who had problems with abstract learning. The approach in this effort was an audio-visual one that commenced with an introductory unit on contemporary only lyrics as literature. Other English 102 instructors utilized special approaches to interest students in literature. For example, one instructor attempted to introduce literature to students by focusing on the mythological lore of various ethnic groups, while another instructor used the literature of sports as a central theme.

Potential Application of Approach at SBCC

1. Paired course concept could be applied in teaching Ethnic Studies courses in combination with courses in the Fine Arts and Literature areas.

Basic Skills: Responding to the Task with Effective Innovative Programs

Border College Consortium
Laura Rendon

Two model programs of basic skills instruction were sponsored by the Border College Consortium: the Math Intervention Project for Hispanics and the Coordinated Bilingual Bicultural Studies Program. The purpose of these programs was to address concerns over student illiteracy, lack of academic preparation, and failure of students to complete courses.

Math Intervention Project for Hispanic Students-Border College Consortium

The Math Intervention Project included faculty, counselors, parents and peers in efforts to encourage Hispanic students to pursue the math and science fields. Objectives of the project were to develop and/or revise in each college a minimum of one math course and develop supplementary curriculum materials that would address one or more of the following elements:

1. Increase awareness of Hispanic students on the need for math for college transfer, scientific and technical professions, non-professional occupations and careers, and everyday life.

2. Develop and implement math related professional development activities to enable Border College Consortium math and science faculty to enhance their knowledge.

3. Design and implement a math tutorial program addressing Hispanic student needs. Such a program included the development and field testing of a Consortium Wide Self-Contained Math Tutorial Training Package.

4. Design and implement a Parent Information/Involvement Program.

5. Design and implement a Peer Information/Involvement Program.

Border College Consortium Activities

1. Southwestern College
   -Math Tutorial Program
   -Reorganized basic math course

2. Imperial Valley College
   -Developed a mini-course on career opportunities in math, science and engineering fields.
   -Math Festival
   -Math Anxiety Course

3. Cochise College
   -Offered a certificate training program for math tutors.
   -Offered math anxiety workshop for instructors and tutors.

4. Arizona Western College
   -Developed modules in Geometry and measurement.
   -Offered courses for students majoring in elementary education and for currently employed elementary junior high school teachers in dealing with innovative means for teaching math.

5. Laredo Junior College
   -Developed modules on careers in math and science.
   -Disseminated information on the importance
   -of math to parents of elementary school children.

6. Texas Southmost College
   -Offered individualized computer assisted math courses.
   -Math labs are directed by math instructors and assisted by student tutors.

Potential Application of Approach at SBCC

1. SBCC could sponsor a Math Festival for students in the

elementary and secondary schools and their parents.

2. Promote articulation activities with math departments in junior and senior high schools.

Coordinated Bilingual Bicultural Studies - Laredo Junior College, Texas.

The Bilingual Bicultural Studies program was an interdisciplinary program involving history, English, reading, human development, psychology and Spanish.

Instructional Component

History courses were coordinated with English and reading. Activities labs included oral tapes, reading and written excercises, audio/visual materials, study skills lab and research paper writing labs. Courses included culturally related literature.

Human Development course integrated a career component which included assessment exams and investigations of values. The Counseling Department was a vital part of this course; counselors taught the course bilingually and initiated a referral system for student contacts.

The Psychology course was incorporated into the Human Development course, was taught bilingually, and utilized the Counseling Department for referrals.

The Spanish courses were individualized with multi-level teacher made materials which incorporated culturally related materials and a grammar skills lab approach.

Potential Application of Approach at SBCC

1. Curriculum could serve as pilot courses for the Bilingual Instructional Aide program with the possibility of expanding into a Bilingual/Bicultural Studies program at the College. These programs could possibly emphasize preparation for the Bilingual Credential Teaching Program at UCSB.

The International High School at LaGuardia Community College

LaGuardia Community College, New York
Eric Nadelstern

The International High School is a project at LaGuradia Commuity College which offers limited-English-speaking immigrants a five-year articulated high school-college curriculum, beginning with 10th grade, leading to either a high school diploma or a number of associated degrees. The curriculum was designed to bridge the gap between high school graduation requirements for limited English-proficient students and college entry expectations. In response to immigrants' needs, the curriculum combines substantive study of all subject matter with intensive study and reinforcement of English language skills.

Instructional Program

The school year at the International High School is divided into three cycles or quarters to parallel the quarterly calendar in place at LaGuardia College. The high school students register for their classes at the start of each cycle just as the college students do. During the 1985-86 school, the following core curriculum was required study for all students:

1. Global Studies
2. International Myths and Folklore
3. Investigations in Marine Biology
4. Personal and Career Development
5. Sequential Mathematics
6. Integrated Learning Center
7. Controlled Electives

There were impressive results in the areas of student retention and academic achievement for students who participated in the International High School project. For example, average daily attendance was 97.1%. In Cycle 1 (Fall), the passing percentage for all classes was 94.9% (excluding grades of incompletes) or 82.8% (including grades of incompletes). Cycle 2 (Spring), the passing rate was 92.1% (excluding incomplete grades) or 88.4% (including incomplete grades).

Potential Application of Approach at SBCC

1. The International High School project could be coordinated through the combined efforts of the secondary schools, ESL, Foreign Student Program and the Advanced Student Program.

Allocation of Time to Test Items: A Study of Ethnic Differences

Maria Magdalena Liabe, Terry Wayne Froman
University of Miami

The study reported by Liabe and Froman compared 28 Anglo and 38 Hispanic students in an algebra class at Miami Dade Community College with respect to the amount of time taken to answer items on a reasoning test administered by microcomputers. All the subjects had a score of 21 or higher of a math subtest of an entrance test given at the college. They all took a 16 item multiple subtest of the California Test of Mental Maturity. The computer was used since it was programmed to record elapsed time before an answer was chosen by the student.

Hispanic students on the average scored 1 point less and spent 6 minutes longer than the Anglo students on the test. The Hispanics may have taken longer since they many have had to translate some of the questions, may not be as test wise or lack some experience in time management.

The results may indicate that:

1. The need to train students in time management in study skills or in the content classes.
2. Teachers may have two consider allowing non-traditional students more time on exams.

Potential Application of Approach at SBCC

1. Evaluation criteria and test taking procedures should be explained to students.
2. Students, especially skill deficient students, should be allowed a little more time on exams.

Effects of Cooperation and Editing on Instruction Writing and Performance

Angela M. O'Donnell, Donald F. Dansareau and Thomas R. Rochlin
Texas Christain Univeristy

Celia O. Larson
Mid Tennessee State University

Many students seem to indicate that students who work in dyads or in groups do better in providing communicative aids (headings, pictures, enumeration of steps, etc.) on a writing task in which instruction are to be given than student who work individually. The students in groups seem to also plan and edit more.

The study tested 89 students in an introductory psychology class. The groups had to write instructions for operating a tape recorder and edit instructions for operating a car. Two groups (one working as individuals, the other working in groups) received no instructions in editing. The result of the study indicate that students working in groups wrote more complete instructions. Students who received instructions in editing did better than students who received no instructions.

Two suggestions which are applicable to minorities seem to emerge from this study:

1. Students who receive clear instructions before they start a task will do better on it.

2. Students who participate in group work do better than students who work individually.

Potential Application of Approach at SBCC

1. The group process should be used in classes.

2. The evaluation criteria for exams and assignments should be explained to students.

Experiments in Teaching Psychology

Donald Hughes
Connecticut Community College District

In teaching psychology Donald Hughes used various methods to try to help all students familiarize themselves with the material, especially students who were not as prepared in study skills. Many minority students in his class fell into this category.

Two methods he thought would be effective were preparing review questions and holding many review sessions for students. The students were told that questions for the exams would come directly from the review sheets and that areas of misunderstanding would be explained at review sessions.

After trying these methods for a few sessions, Hughes concluded that neither of these two methods was very effective in working with the less skilled prepared students. He observes that the "top" students usually answered the questions on the review sheet right away and attended review sessions. The students who needed the assistance did not complete their review sheet; many borrowed the work of the other students. They also did not attend review sessions as often as the "top" students.

He reaches the conclusion that the best way to assist less prepared students is to offer a second session of the class. This section would cover the same material over the course of two semesters instead of one. He feels this would give the students more time to get to know the subject while they work on study skills development.

Potential Application of Approach at SBCC

1. Departments could consider a course in one semester and a two semester format.

Get Them Involved: Styles of High and Low Rate Teachers

Charlotte Y. Phoenix
Medgar Evers College of the City University of New York

This article analyzes a study conducted at Medgar Evers College focusing on the ten highest rated instructors and the ten lowest rated instructors as indicated over two semesters by peer evaluation and student surveys. For the study, the twenty teachers involved were each videotaped in their classes on three different occasions. The tapes were coded and transfered to matrix form using a 25 category Flander's System of Interaction Analysis. The difference between the two groups were thus established in different categories.

The findings of the study indicated that the high rated teachers had different interaction styles with their students than the low rated teachers. The patterns are noted below. The results would seem to indicate that the methods used by the high rated teachers could be used effectively with non-traditional students.

1. High rated teachers used more encouragement after students made errors. They used less criticism and accepted students ideas more often.
2. These teachers spent less time talking or lecturing in class. There was a higher occurance of student talk. The author comments that research in teaching indicates that the involvement of student in discussion is very effective in fostering positive self-images.
3. More questions involving higher cognitive skills were asked in the class.

Potential Application of Approach at SBCC

1. Activities in classes should stress more student involvement.
2. Diverse methods should be used in class.

Learning Styles: The Journey From Greenwich Observatory (1796) to the College Classroom (1984)

Anthony F. Grasha
University of Cincinnati

This article discusses methods used for evaluating students' learning styles and the use of these measures for classroom instruction. Grasha believes that the assessment of learning styles is good, but he has reservations about some of the instruments used in some institutions. According to Grasha, some instruments are too ambigous, grounded more in attitudes than behaviors and are difficult to apply in instructional environments.

He offers two basic questions to consider if one is contemplating whether to measure learning styles and considering which instruments to use.

1. What are the costs and benefits of doing it versus continuing with the same methods as before?

2. How much difference in outcome must be shown to justify using learning style inventories?

Potential Application of Approach at SBCC

1. The use of learning style inventories can provide both the teacher and student information about the way he or she learns best.

2. Instructors should present his or her lessons in different ways. This addresses the needs and styles of all learners.

3. Students should be taught to work in all the learning formats.

Accomodating the Remedial Student in the Content Class

Rochelle B. Simms
Lousisiana State University, Baton Rouge

Increasing numbers of students, minority and non-minority, enter college with a lack of preparation in basic skills. Thus, most colleges have now established programs to help students acquire the skills they need. Yet the reality is that students will often enroll in content classes before they advance to college level work in the skills areas.

Simms feels that the content area instructor must make provisions to assist the remedial student. The other students in the class can also take advantage of the mechanisms provided. Among the author's suggestions are the following:

1. Time Management
   - a. Allow developmental students more time on tests.
   - b. Handout a schedule of class events every month. They need more than a semester syllabus.

2. Note Taking
   - a. Review material from the last session every time using the overhead or the blackboard.
   - b. Indicate how many points are going to be covered in lecture or discussion.

3. Directions
   - a. Give very precise direction on tests or assignments.
   - b. Try various ways of giving directions-handouts, board, overhead, etc.

4. Reading, Vocabulary and Writing Skills
   - a. Have written or audio visual aids to assist students with class units.
   - b. Make lower level reading text available.
   - c. Allow for other types of assignments-taped interviews.

Potential Application of Approach at SBCC

1. Readability of texts should be determined. Lower level texts might be used as supplements for skill dificient students.

2. Outlines of lectures should be put on boards or on transparencies to help students follow the materials.

3. Skill deficient students might be allowed more time on tests.

4. Long term assignments might be checked for progress before students submit them for final grades.

Self Instructional Materials for Unprepared Science Students

Douglas Bedient, George S. Garioan and Dwayne C. Englert
Southern Illinois University

The fact that many learners who attend college have major study skills deficiencies led a group of zoology instructors to prepare self paced, audio slide units with handouts for students with skill dificiencies. The National Science Foundation provided the funds for the development of the units. This article describes the materials and the procedures used to prepare the units.

At first the group intended to use commerical materials but found them inadequate for their purposes. Most of these materials did not actively involve the learner. Once they decided to create their own materials, they established goals for the project. These included:

1. Directions had to be clear.
2. Learner involvement had to be maintained.
3. Feedback for the learner was key.
4. The learners' attention span had to be considered.

Instructors in the department were invited to examine and edit the units. This was done to give everyone a sense of involvement and to avoid watering down the materials. Select groups of students were also asked to evaluate the materials before they were used.

Catchy pictures were used to stimulate the learner. For example, photographs of malaria victims in Hollywood movies were used to introduce a unit on disease. Students were provided objectives for each unit, vocabulary lists and handouts which had to be filled out and checked against answer sheets. Each unit ended with thought provoking questions to promote critical thinking.

The authors make recommendations for anyone contemplating the creation of interactive study units:

1. Each unit should be short; no more than 30 minutes.
2. A style guide should be used in the construction of the units to have consistency ot text.
3. Department members and production personnel should be involved early in the project.
4. A lot of time should be allocated for the project.
5. One person should be seen as the leader of the project; one person should be the "voice" for the project.

Potential Application of Approach at SBCC

1. Audio visual units should be used in classes. They should not be passive in nature, but allow for student participation.

"Retesting: A Logical Alternative in College Instruction"

Ward M. Cates
Pittsburg State College, Kansas

This article discusses the use of retesting in the educational psychology classes over a three period. According Cates, the opportunity for retesting eliminates the need to schedule makeup tests at different times; it also allows students who want to improve their grade the opportunity to do so. He notes the increased effort on the part of the student with lower grade point averages in such a system.

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The tests given are equivalent, but not identical to the original test. They are offered only at specific times, usually the day before vacation or holiday period begins. No final examination was given; Cates feels that he tests often enough during the term to justify eliminating the final. The final period is used on another retesting day. He notes that 202 retests were given for 142 students who were in his class sections (139 retests resulted in improved grades).

The implementation of retesting does have three drawbacks. More exams have to be graded; however, exams can be made shorter. More time is also required to prepare exams. In this case, the instructor can keep a test file and not allow students to keep exams once they have been returned in class. The third drawback is the loss of the instructor's time. Cates feels it is worth it, if it aids in retention of students.

There are a number of factors which would benefit minorities in a retesting program, especially those with skill deficiencies and/or a lower grade point average.

1. The use of many shorter tests gives the students more opportunities to acquire testwiseness and experience success. One or two exmas may result in failure and low self-esteem.
2. The opporunity to retest helps reduce stress and can aid in the retention of material.

Potential Application of Approach at SBCC

Allowing for retesting might benefit minorities, especially those with skill dificient and/or lower grade point averages.

1. The use of many shorter tests gives the student more opportunities to acquire testwiseness and experience success. One or two exams may result in failure and low self-esteem.

2. The opportunity to retest may help reduce stress and aid in the retention of material.

Improving the Quality of Written Work

A.E. Stanton
University of Tasmania

The Dreaded Discussion: Ten Ways to Start

Peter Frederick
Wabash College, Crawfordsville, Indiana

Clustering

Merv Lane
Santa Barbara City College

These three articles focus on ways of involving the students in groups or clusters. Merv Lane stresses the use of clustering as a way of drawing upon the combined strengths of all of the students. More learning takes place through the combined energy of a group of people.

Lane suggests a number of ways clustering can be used in the classroom. These include:

1. Having groups construct questions based on text material.
2. Discussing problems or topics.
3. Sharing papers written by students.
4. Evaluating each others papers in the same class or evaluating another of the instructors sections.

Stanton discusses the use of student group evaluation. His students rate each others papers using a scale of 1-20. They then participate in a discussion on what makes a good paper. The instructor concludes the class session by indicating what he looks for when he evaluates a paper.

Stanton conducted an experiment using two groups of first year history students. One group, the control group, evaluated each others papers, but did not have any follow up discussion. The other group had a discussion after the group evaluation. The average score for the control group was 12.3, the average score for the second group was 12.6 without a discussion session. The second time the student used group evaluation, the second group participated in the discussion. The average score of the control group was 12.1, the avearge score of the second group was 14.1.

Stanton concludes by stressing the use of group evaluation followed by a discussion led by the teacher.

Frederick discusses ten ways of getting students involved in discussion. These include role playing, debating issues, picking the three most important points in a reading and a non-structured scene setting. In this last example, the instructor provides stimuli for discussion - a series of slides, quotations on the board, a piece of music, etc. No instructions are given to the students. The only rule is to participate in the discussion for five to ten minutes.

Group work can be used effectively with non-traditional students, especially those who are deficient in study skills. The students gain confidence working together and help tutor each other.

Potential Application of Approach at SBCC

1. Grouping or clustering should be used in classes.

2. Criteria for evaluation of exams and other assignments should be shared with students.

Professor As Student: The View From The Other Side

Roy Starling
Rollins College, Winter Park, Florida

Starling, an associate professor of English at Rollins College, participated in an experiment which brought him more of an understanding about students and their reactions to the educational process. The programs established through a grant from Harcourt Brace Javonovich, Inc. allowed one faculty member to be released for one semester from his or her teaching responsibilities to enroll as a full time student at the college. The professor became a master learner for a group of twelve to fifteen students. His role was to give the students the opportunity to work closely with an instructor and engage in a collaborative learning process.

The experience convinced Professor Starling that being a student is a very difficult task. He learned to really appreciate the fact that student have many responsibilities at school and outside of the school environment. He feels that this type of experience would be rewarding for any faculty member. The experience also convinced him that he needed to change his teaching style to some extent.

The teaching strategies enumerated can work effectively with all students. We believe they would also be effective with minority students since they are based upon more non-traditional contacts with students. The suggestions, somewhat controversial in nature, include the following:

1. Establishing mechanisms for students to work in a cooperative manner on class assignments should be encouraged. According to the author and other studies, students working in a group may not do better academically than students working individually, but the experience seems to promote self-esteem.

2. The experience convinced Professor Starling that instructors should not feel compelled to cover a prescribed amount of materials in a course. Activities involving students in dialogue with each other and with him became more crucial.

3. He also feel that he should show students "creative corner cutting" ways to tackle their assignments. He tells them that there is no need to read every part of their assignment.

4. He has opted to drop the traditional, in class blue book examination. He feels instead of promoting critical thinking these exams create great stress and do not allow students to integrate material. He gives the exam question(s) to students in advance encouraging them

to analyze the questions and prepare the answers together. On the exam day, students write their responses or analysis individually.

5. Starling has also changed the process of writing a term paper. He now carefully monitors students progress during the semester, instead of waiting until they hand in the final product to make corrections, he now checks their work two times before they hand it in. He offers them ideas about how they can improve their work.

Potential Application of Approach at SBCC

1. Group efforts should be stressed in classes whenever possible.

2. More progress checks should be made on long term assignments like term papers.

3. The criteria for evaluation of tests and other assignments should be explained to students.

4. The college and departments should establish some mechanism to allow a faculty member to be a student for a period of time.

"Developmental Program: A Better Opportunity"

Cochise Collge, Arizona
Marjorie Holiman

The observations made on teaching strategies in these two studies can certainly be used in current college classes in spite of the fact that the program at Cochise College is somewhat dated. The program was designed primarily for students of Mexican American background who had academically not done well in high school. However, the program was open to all students. Approximately 50 percent of the participants were recruited through counseling contacts, the high schools counselors provided the college with lists of students. These students were then contacted by college personnel at the high school and in their homes.

The program provided financial aid, tutoring, career counseling and academic/personal counseling. Many other actvities were added and parental involvement was stressed. To assure success, students were limited to enrolling in only one or two academic classess per semester. Courses in various departments were modified to assist in the retention of these students. The academic courses which were modified and made available to the students were:

Science X- an introduction to the sciences taught at the high school reading level.

Speech 1 - a section in Spanish and English was added if an an instructor could be found.

Introduction to the Humanities - the class included aspects of Southwestern culture to make the class more meaningful for the students.

Reading XY- A self-paced lab course.

All the courses could be used to fulfill graduation requirements; not all the course were transferable. The nursing programs also allowed students to enroll if they took reinforcement classes set up as adjuncts to the regular nursing classes. Students focused on course material and study skills in these adjunct classes.

According to Holiman the program was successful if one looks at the following:

1. The students in the program and a control group were given the Tennessee Self-Concept Scale at the beginning and at the end of the semester. At the beginning the students in the program scored much lower indicating a low level of self-concept in the school environment. At the end they scored at the same level as the control group.

2. The GPA increased for student since the program. Their high school GPA had been 1.69. After their first semester, it ws 2.16 and at the end of two semesters it was 2.24.

3. Forty-two percent of former students in the two semester program were still enrolled at Cochise College; 15 % were enrolled at other colleges. Although there was no control group to compare with, statistics from admissions office indicated that 43% of all student were enrolled in college..

Teaching Strategies

1. All classes were audio or video taped. The lectures were available for review or in case students had been absent.

2. Some Spanish - English sections were developed.

3. All classes used a combination of lecture and group work instead of relying upon the lecture format.

4. Culturally relevant material was used in classes. For the film portion of the Humanities class, Spanish

language or Mexican-American films were used- Los Olvidados, Subida al Cielo, Salt of the Earth.

5. Students were evaluated more often in class. For example, the history instructor tested students every two weeks instead of once or twice the semester. This allowed more feedback and gave the students an uplift thrugh many small successes.

According to Holiman, the program was successful if the following outcomes are considered:

1. The students in the program and a control group of other students were given the Tennessee Self-Concept Scale at the beginning and at the end of the semester. At the beginning the students in the program scored much lower, indicating a low level of self-concept in the school environment. At the end of the semester, they scored at the same level as the control group.

2. The grade point average increased for students in the program. Their high school G.P.A. had been 1.89. after their first semester, it was 2.16 and at the end of two semesters, it was 2.24.

3. Of the former students, 42% were still enrolled at Cochise College. Another 15% were enrolled at other colleges.

Potential Application of Approach at SBCC

1. Source materials from minority students' history and culture should be incorporated whenever possible.

2. Audio-visual units should be created for students to use in the LRC.

3. Students should have opportunities to do group work.

4. Evaluation of students should occur more often.

Anxiety Reduction in the Development Mathematics Classroom

Connecticut Community College
Jean Burr Smith

Although Smith's article does not specifically focus on minorities, her suggestion will work effectively with minority student because the methods are designed to reduce anxiety and create self confidence. Use of such methods in other classes will be useful in dealing with the retention problem.

The following are some of her suggestions:

The following are some of her suggestions:

1. A psychologist is invited to discuss anxiety with the students at the beginning of the semester. Students have the opportunity to voice concerns and receive hints about how to handle class problems.

2. Students work in groups on their math problems. Doing math as a social experiences permits the students to interact and assist each other in mastering materials.

3. Periodically, the instructor holds progress discussions to evaluate students' feelings. The focus is on aspects of the course on which work and which do not work for the students.

4. Using a scale of 1-10, students indicate on tests and other work their anxiety level. This provides information for the instructor in working with the individual students and in updating assignment.

Potential Application of Approach at SBCC

1. Anxiety reduction activities can be scheduled. There are faculty in departments who might be able to provide assistance for information in this area.

2. Faculty should use groups more often in class.

Evaluation of the Flexible Laboratory Instructional Program

Bronx Community College
Theodore Abramson

Abramson describes the evaluation of a program established to help minority students to master material in basic accounting classes. The materials are available to all students although they were designed to aid in the retention of minorities. Sixty-three audio cassette-film strip modules were prepared in English and Spanish to focus on subjects and concepts covered in the classes. Students use these units to review material they didn't understand or which they missed because of an absence.

During the fall semester of 1977, 141 students used the tapes, 51 of the students were Spanish surnamed. Thirty-three of the students were asked to participate in an evaluation of the units, time constraits did not permit more students to participate. Ten of the students chose to listen to the Spanish materials.

Abramson indicates that the English material were well liked; he notes that the Spanish materials were not as well liked. Although the study did not investigate why this was the case, the author offers some explanations for this. He speculate that perhaps the materials did not use the Spanish the students were familiar with and that perhaps some did not want to bear the stigma of being identified as Spanish speakers.

Potential Application of Approach at SBCC

1. The taping of lectures using the audio or video format and the preparation of adjunct units can be valuable for both student and instructor.

2. In certain circumstances, materials might prepared in other languages.

Synthesis of Research on Co-Operative Learning

Robert Slavin
Research Information Service

Slavin, one of the experts in the field of cooperative teaching, summarizes the research that has been done on this teaching system and describes the various types of approaches which are used. Most of the research on this method of grouping has focused primarily on the elementary school level. Some research on its applicability has been carried out at the secondary level, but not much has been done at the postsecondary level.

Slavin characterizes some of the elements all of the co-operative approaches have in common. Students work on tasks in small groups, the groups are mixed (low achievers, high achievers, men, women and different racial/ethnic groups) and evaluation is based on individual and group effort and achievement.

Research seems to indicate that a cooperative approach may not result in a better academic performance. Individual and group approaches come out about equal in terms of student academic achievement. But, the research does demonstrate that students using these methods excell in certain areas. There are better levels of interaction between diverse kinds of people and their seems to be an indication that the process helps the building of self-esteem.

Potential Application of Approach at SBCC

1. The fact that these approaches may help build self-esteem and a better working relationship between people may be a good reason to use cooperative learning with minorities and skill deficient students.

Group Inquiry Turns Passive Students Active

Robert G. Kraft
National Institute Of Education

Kraft cites various sources including, Involvement in Learning, the National Institute of Education Study Group's report to recommend that faculty make use of active modes of teaching. According to Kraft, these strategies make the students take some responsibility for their own learning.

There are certain skills which national educational reports and individual colleges desire that students develop. Among these are the ability to communicate orally, the ability to deal effectively with others, the ability to develop critical thinking and the ability to interpret the assigned materials. Yet, the lecture process does not provide these skills since the instructor dominates the learning process. He is developing the skills, not the students' skills.

For many, discussion may be the solution. But, Kraft notes that the usual class discussions do not work effectively because a few students tend to dominate the proceedings; other sit silently.

He has designed a group inquiry method which requires all students to participate in the process. Students are asked to read the text and prepare questions before the class period. In class, the students work in small groups comparing answers and agreeing on a group consensus answer. Minority opinions are allowed. Groups then reprot their findings to the class.

Potential Application of Approach at SBCC

1. This method would probably work very effectively with minority and non-minority skill deficient students since it would allow them to participate in class activities. In fact, it works with any student. The students get to know each other, to help each other and to build self-esteem.

Involvement in Learning: The Three Keys

Manuel J. Justiz
National Institute of Education

In this article, Justiz analyzes, Involvement in Learning, the report of the Study Group on the Conditions of Excellence in American Higher Education. The report was commissioned in 1983 by the National Institute of Education.

Justiz notes that the report indicates that college could improve their programs by focusing on three areas: student involvement, high expectations and assessment and feedback. As a consequence of this and similar reports, most colleges have begun to implement needed reforms. For example, the assessment and placement of student is becoming more and more common. High expectations are also critical, but institutions have recognized the need to provide opportunities for students to overcome skill dificiencies in special programs or through assistance in content area classes.

The key factor in assuring success is to promote student involvement in the learning process. A student's growth and achievement will be greater if he or she invests more time and effort by becoming an active agent in the learning process. The report suggests ways that faculty can facilitate active student involvement.

1. Freshman year classes should be structured in such a way as to promote intense intellectual interaction between students and faculty.

2. Active modes of teaching should be promoted. The lecture should not be displaced, but it should be combined with other approaches.

3. Learning techniques should be created to enhance, not reduce contact between student and instructor.

4. Learning communities based on specific intellectual themes and tasks should be created. Small groups of students would work with a faculty member. This would help create group solidarity.

Potential Application of Approach at SBCC

Processes which involve students as active agents in the learning process would benefit minority and non-minority students who are skill deficient. In fact, it would be successful with all students. These methods seem to enhance the self-esteem of the student and challenge them as they work in groups.

Developoment, Implementation and Evaluation of a Vocational ESL Program for Limited English Proficient Adults

North Orange County Community College District
Cynthia P. Coad

Effective Use of the Native Language With English in Vocational Education for Limited English Proficient Students

Waubonesee Community College, Illinois
Patricia A. Menges and Michael G. Kelly

Bilingual Vocational Instructor Training in the California Community College: Guide to Implementation and Evaluation

San Jose City College
Eugene Long

The English as a Second Language programs at Waubonesse Community College in Illinois and in the North Orange County

Community College District are representative of the types of programs that have been established to assist minority groups. They are usually designed for limited English speakers and/or students who enter college with pre-college level skills in English or Mathematics. The programs provide placement testing, ESL classes and/or basic skills courses. The programs are usually well coordinated with support services such counseling, career planning and financial aid.

The teaching strategies employed in these classes are usually more pertinent for developmental courses. Nevertheless, some techniques used in these classes maybe applicable to other non developmental/remedial classes.

It was noted in the studies consulted that a great proportion of the students enrolled in vocational education classes are Hispanic and Asian. Thus, it becomes necessary and legally binding to create programs and use methodologies that will result in the retention of minority (the Vocational Educational Amendment of 1976 requires that vocational education be made available to all).

In establishing vocational ESL classes in the North Orange information via a questionnaire was obtained from vocational education instructors in the district. The intent of this questionnaire was to find out:

1. What courses had high enrollments of limited English students.

2. Which teachers wanted to participate in a program to assist these students.

3. Which teachers would be willing to assist in the development of materials targeted for LEP students.

Ten of the twelve instructors consulted returned the questionnaire and indicated a willingness to participate in all facets of the project.

The North Orange County Community College District established VESL classes to work in conjunction with two vocational education classes, business skills and machine shop. Instructors in the vocational classes were assisted in finding materials which used simplified English or were written in the students' native languages. At the same time, the VESL teachers taught the students English using the vocabulary and communication needs of these classes.

At Waubonesee Community College bilingual teachers (English-Spanish, English-Vietnamese) taught the vocational classes. For example, the students native language was used to explain dangerous procedures; English was used at other times.

San Jose City College working in conjunction with the University of California, Berkeley Extension Vocational Instructor Training Program and with a grant from the United States Department of Education initiated a program to train bilingual vocational education teachers. At the completion of the one year program, participants could teach or work in a community college setting or in private industry. This program thus established a vital link between the industrial/business community and the community college.

Several of the strategies used in the VESL classes or in the vocational education courses could be tried by faculty in their discipline areas.

1. The vocational classes used contemporary based evaluation (mastery learning). Students could thus learn at their own pace. Advancement in these courses was based upon the successful completion (hands on demonstration or written exams) of objectives. Rather than having one or two examinations during the semester, evaluations occur after each unit; students are thus given many opportunities to demonstrate competencies. In addition, they may also retake tests until they demonstrate they have achieved unit mastery before proceeding to the next unit. Both build self-confidence.

2. Written and audio visual materials in simplied English or in the students native languages were prepared for student use. These were available in case the student did not understand English explanations. They could also be used by all students for review purposes. Interestingly, the Waubonesee study indicated that students prefer the simplified English materials over the materials in their own language. This might be the case because the students want to learn English, yet find the English materials superior or feel that they are not making progress if they have to listen to non English materials.

3. The faculty associate with the North Orange County Community College project feel that vocational education methods work sucessfully with "hard to reach groups" since hands on procedures are used along with other traditional procedures. The recognition that students have different learning styles and the presentation of material through diverse formats will enable more students to understand the course.

4. According to the reports the cooperative efforts between the ESL and vocational education instructors, along with the involvement of business and industry, resulted in better programs to try to retain students.

Potential Application of Approach at SBCC

1. Mastery learning can be used for parts or for the entire course.

2. Retaking of tests, for at least part of the course, should be considered.

3. Student learning styles should be determined and instructors should use different formats teach the diverse group of learners.

Teaching Strategies: Recommendations for SBCC

Many of the following recommendations, based on the review of the literature, are intended for all skill deficient students. Others are intended for minority students, whether they are skill deficient or not. Many of the mentioned techniques will work with all studets.

A. Supplementary Audio-Visual Review Units

1. Video tapes of major class concepts from basic department courses could be created and housed in the LRC/
2. Whenever possible, video or audio tapes should be made of class lectures.
3. A video tape library of student interviews with successful minorities could be produced and housed in the LRC.

B. Grouping Techniques

1. Students could periodically work in groups or clusters.
2. The entire class could be organized using one grouping method, preferably the Cooperative Learning method.

C. Testing

1. Allowing for retesting seems to reduce stress and may lead to better acquisition of materials.
2. Skill deficient students of limited English speakers should be allowed more time on tests.
3. More frequent testing/evaluatons may help in the retention and academic performance of all students.

D. Learning Styles

1. Instructors should employ a variety of techniques in lectures and class activities.
2. Student learning styles should be assessed.
3. Students should be taught to be familiar with different learning styles.

E. Culturally Relevant Curriculum and Materials

1. Whenever possible, the history and culture of all

students should be considered in class presentations and text selection.

2. A multicultural requirement should be created using existing SBCC courses.

F. Special Sections

1. Content area courses should be paired with Essential Skills classes.
2. Some sections could be taught in Spanish.
3. Introduction to the discipline courses could be created in various departments.
4. One unit discussion sections in the content courses could focus on skill development for skill deficient students.

G. Mastery Learning

1. Some segments of a course could use mastery learning.
2. The entire course could be taught using mastery learning.

H. Clarity in Class Presentations

1. Lectures/presentations should be outlined using transparencies or the chalkboard.
2. The outline should be used to review previous materials and preview current materials.

I. Texts.

1. The readability of texts used in class should be determined.
2. Lower level reading texts could be used with skill deficient students.
3. Texts in other languages could be used as supplements for limited English speakers.

J. Anxiety Reducing Activities

1. Experts on stress reduction from the college could be invited to class.
2. Students could indicate their stress levels using a 1-10 scale on tests and class assignments.
3. Every few weeks, students could be asked what they have learned and how they feel about the class.

K. Monitoring Student Progress

1. Instructors should check student progress on major assignments like term papers on a consistent basis.
2. The SBCC Student Referral sheet should be used more often.
3. The Faculty Mentor program should continue.
4. Students who are doing well in the course could be

used as peer tutors.

L. Affective Methods

1. Consistent and positive feedback should given to students for participation, class assignments, etc.
2. Free cafeteria lunches could be provided to faculty one day each week for those interested in meeting and talking with students.
3. Monetary incentives could be provided to each member of the faculty to entertain students in his or her home.

M. Instructor as Student

1. Some release time could be given to an instructor to enroll or attend a class.
2. The instructor could serve as a mentor student for a group of students.

N. Staff Development

The Faculty Enrichment Committee should provide workshops on techniques that work with minority students. The committee should publish successful techniques for campuswide distribution.

CHAPTER 5

DIRECTIONS FOR FUTURE RESEARCH

The community college system continues to become one of the most viable options for minority students in pursuit of higher education. As a consequence, the community college needs to expand its research activities beyond recruitment and retention and focus on those instructional strategies most effective for culturally diverse minority college students. Research specifically on minority students has yet to address the area of instruction beyond the elementary and secondary school system. Therefore, the following are proposed areas for future research to address the instructional needs of culturally divere minority students at Santa Barbara City College.

1. Monitoring Student Progress

   Does the use of an instructor based system to monitor student progress make a difference in the retention rate and/or academic performance of minority students?

2. Testing

   Does frequency of testing make a difference on the retention rate and/or academic performance of minority students?

3. Grouping

   Does the use of one of the grouping techniques make a difference in the retention rate and/or academic performance of minority students?

4. Supplementary Audio Visual Units

   Does the use of supplementary units make a difference in the retention rate and/or academic performance of minority students?

5. Paired Courses

   Does the enrollment in an essential skills class which is paired with a content area course make a difference in the retention rate and/or academic performance of minority students?

   Does the enrollment in an ethnic studies class paired with another course make a difference in the retention rate and/or academic performance of minority students?

6. Culturally Relevant Materials

Is there a difference in the retention rate and/or academic performance of minority students if culturally relevant materials are used in a class?

7. Learning Assessment

Does the use of different types of teaching techniques or teaching styles make a difference in the retention rates and/or academic performance of minority students?

CHAPTER 6

CONCLUSION

The scope and depth of the ideas presented in this paper make clear that issues related to recruitment, retention and the instruction of culturally diverse minority students is a campuswide issue. For example, the recognition that recruitment and retention is not soley the responsibility of the student services department is a big step forward in the work that needs to be done at Santa Barbara City College. More importantly, the implications of the literature on retention as an issue for faculty in the area of instruction is not only of paramount importance but also an area needing more research.

This paper also illustrated how individual efforts for the recruitment, retention and instruction of culturally diverse minority college students have resulted in highly successful programs at various institutions throughout the country. The following is a summary of main ideas presented to address this most important educational issue including recommendations for future programs.

Curriculum and Faculty

1. Research studies of minority students have shown that an important ingredient in their college survival is the involvement of minority staff and faculty with minority students. Minority faculty contribute to the student's sense of belonging and provide adult role models that may be emulated later. This finding suggests a need for more intensive minority recruitment, directed toward visiblity of minority faculty and staff in all areas, including the upper posts in student affairs administration.

2. Studies have suggested that the continued development of support resources (such ethnic studies and cultural awareness programs) that enhance minority students' cultural identity is a critical variable in the retention and graduation of culturally diverse minority students. Such programs at the College need to be expanded and strenghtened.

Research

1. The studies reviewed recommend that institutions should conduct research or pilot projects which may result in new instruments, new practices or procedures, even significant changes in curriculums.

2. Research should also focus on the admissions and

counseling process.

3. The literature also points to the importance of conducting research on the effectiveness of development tasks involving "minority only" activities as well as those facilitated by participation in "mainstream" programs or services (which include both minority and nonminority students) to identify their effectiveness.

4. The literature emphasizes the need for retention-research programs to identify which students stay and which leave, and to ascertain the degree to which decisions to leave might be preventable through institutional action.

Programs and Activities

1. The literature recommends publications and other devices for disseminating information concerning the special educational problems of minorities.

2. Studies point out that colleges should conduct or sponsor special workshops, institutes, and colloquiums designed to help deal more effectively with the special educational problems of culturally diverse college students.

3. Studies point to the importance of holding campuswide cross-cultural training activities for all staff and faculty.

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APPENDIX A

Population Projections for California

Population Projections for California

Ethnic Group	1986	2000	% Change
White	16.4M (61.9%)	16.7M (53.2%)	+2.4%
Hispanic	5.7M (21.7%)	8.4M (26.9%)	47.4%
Black	2.0M (07.6%)	2.5M (08.0%)	+23.9%
Asian	2.3M (08.7%)	3.7M (11.9%)	61.3%

M = Millions

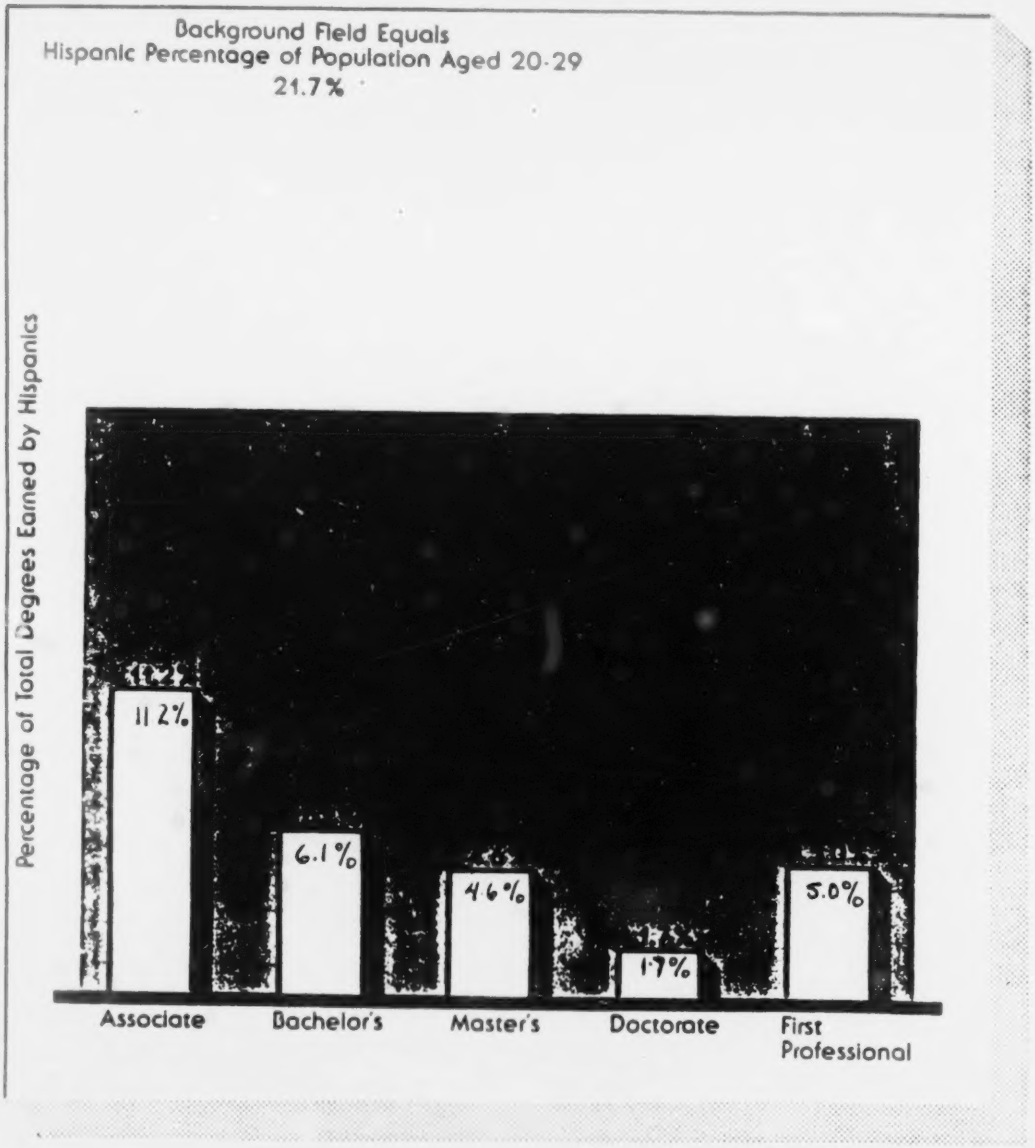
Source: California Department of Finance: "Provisional Population Projections for California by race/ ethnicity" Report 85. p.4, November 1985.

APPENDICES B,C,D & E

Degrees Earned in California Compared with Representation in the Population, 1980

Appendix B

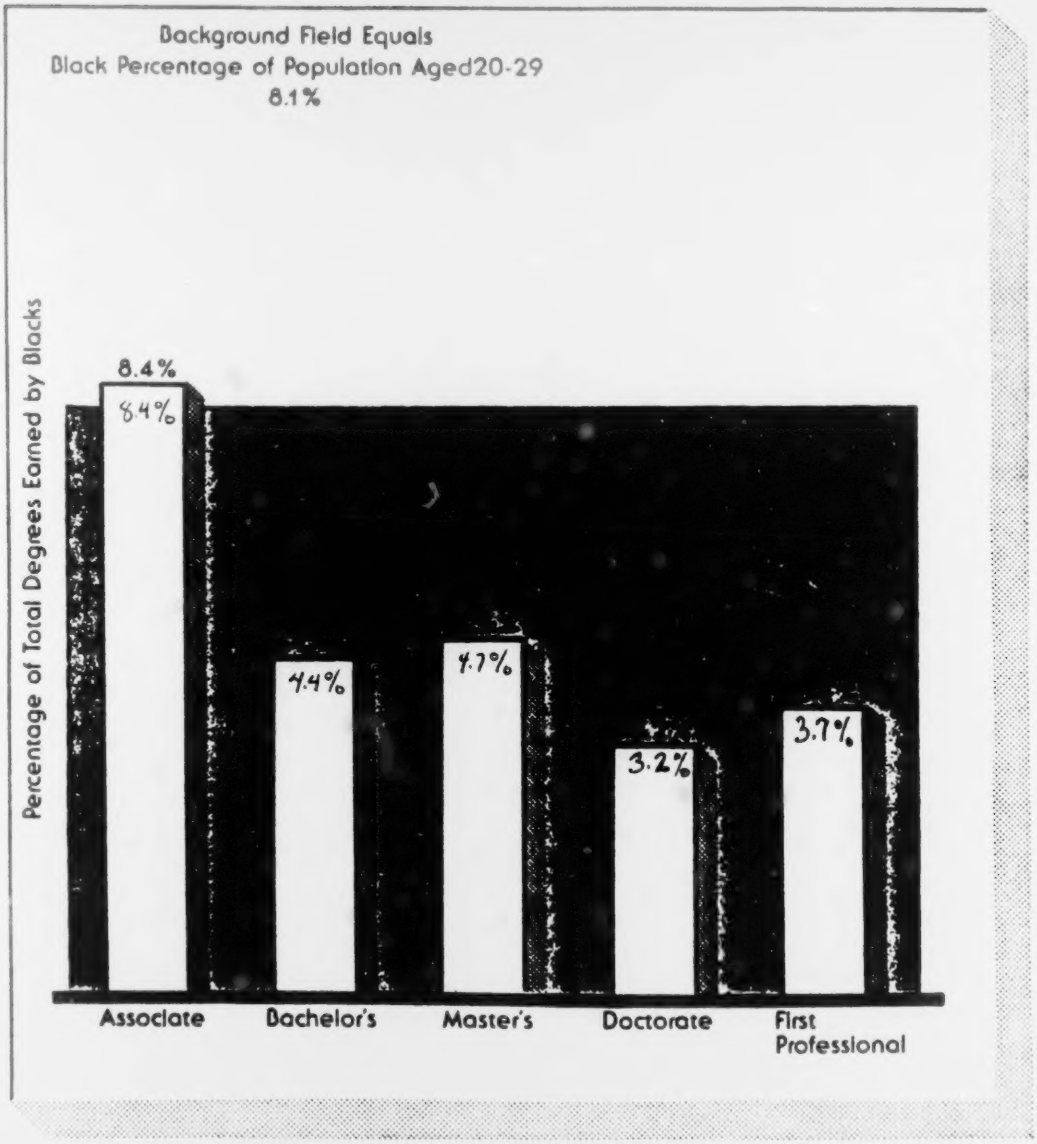
Degrees Earned by Hispanics
Compared with Representation in the Population, 1980
--California--



Source: Kaufman et al., 1983

Appendix C

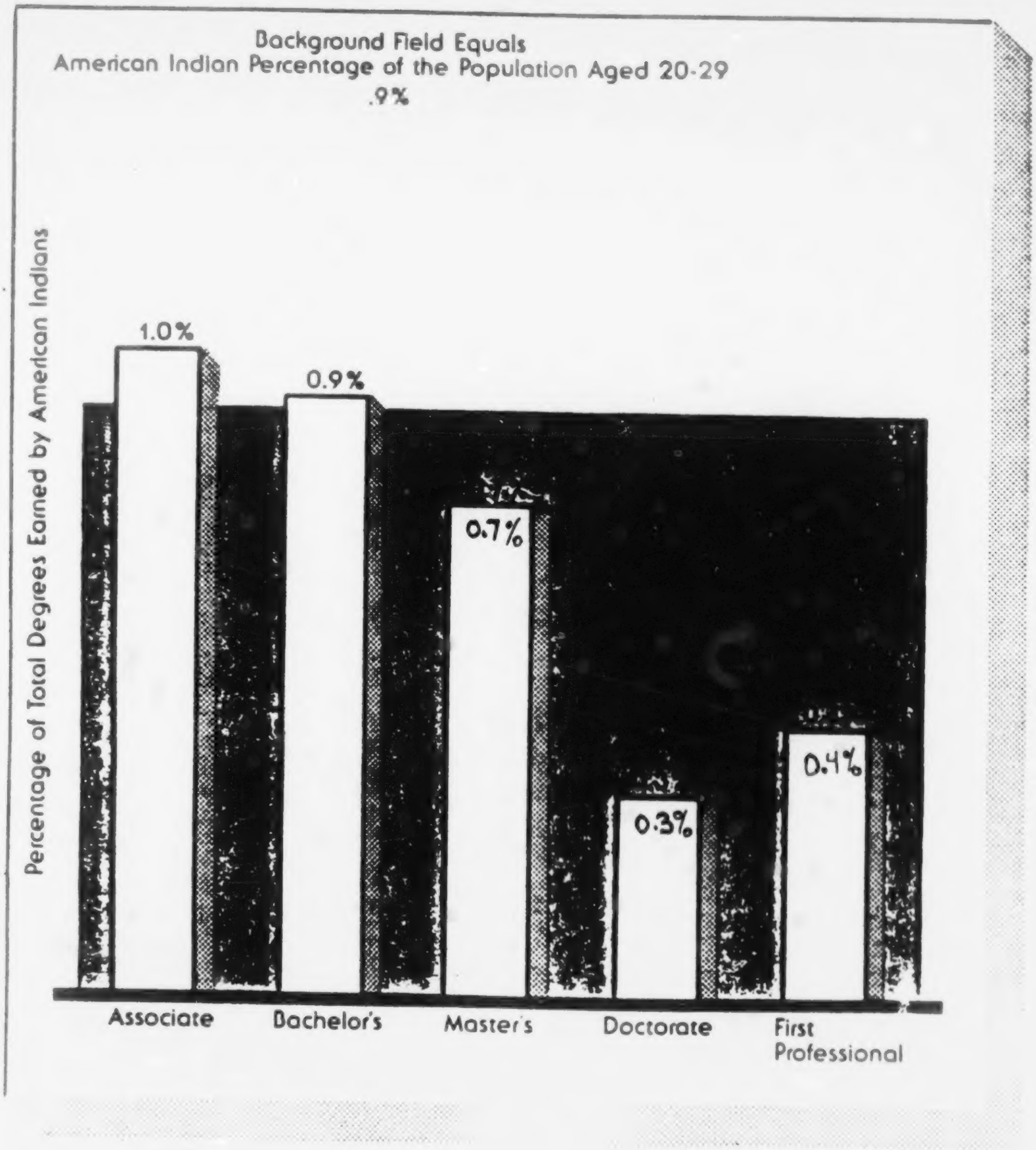
Degrees Earned by Blacks
Compared with Representation in the Population, 1980
--California--



Source: Kaufman et al., 1983

Appendix D

Degrees Earned by Native Americans Compared with Representation in the Population, 1980 --California--



Source: Kaufman et al., 1983

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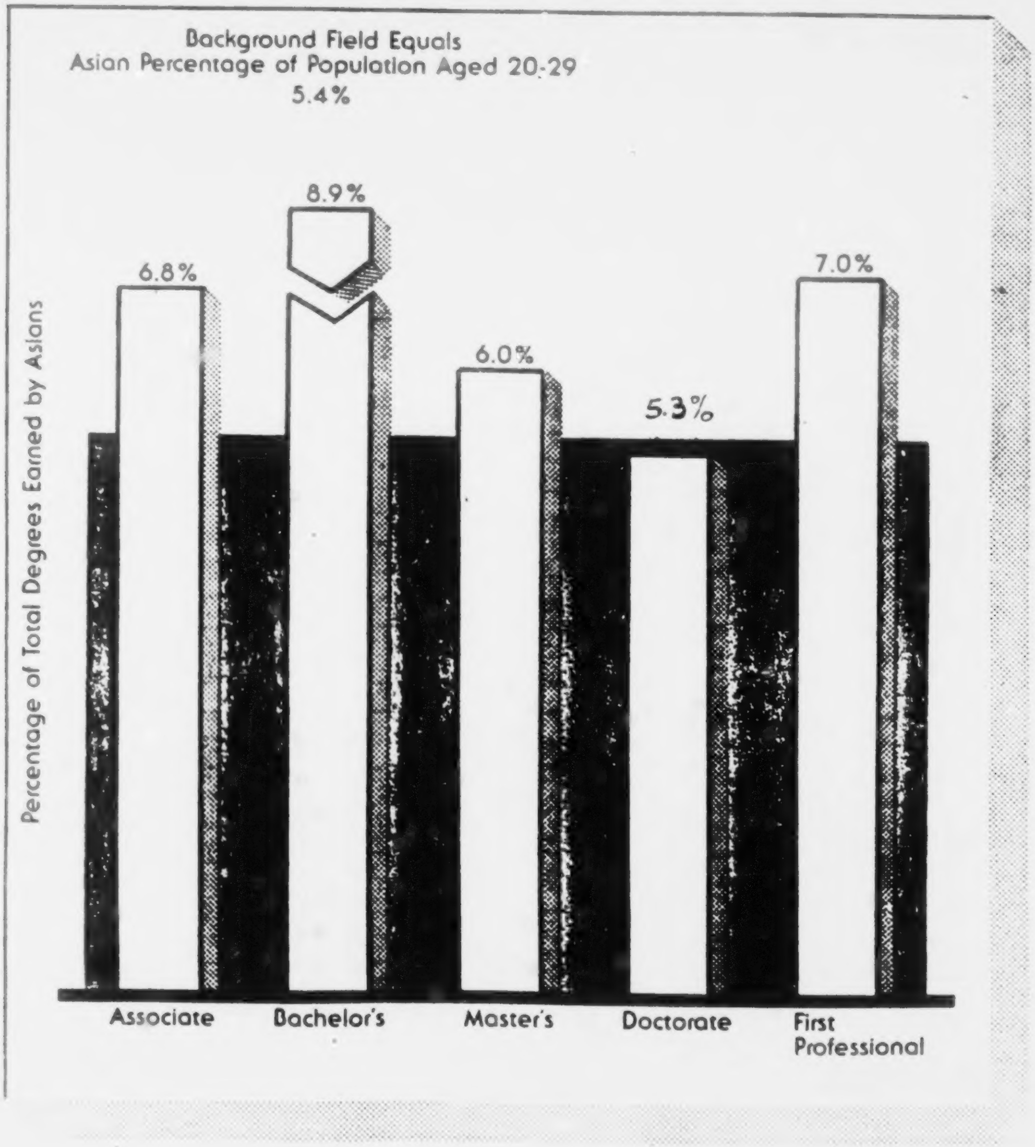
Appendix E

Degrees Earned by Asians
Compared with Representation in the Population, 1980
--California--



Source: Kaufman et al., 1983

ATTACHMENT 1

SANTA BARBARA CITY COLLEGE

ACADEMIC SENATE

STATEMENT ON UNDERREPRESENTED STUDENTS

RESOLUTION: The Academic Senate of Santa Barbara City College declares its commitment to the academic success of all students. Furthermore the Senate declares its commitment to advance a learning and social environment, free from discrimination, that will facilitate the attainment of the educational goals of students from all underrepresented groups.

We believe that the total educational environment of SBCC is enriched by the fair representation of all aspects of our society in our courses, our faculty, staff and student body. Educational institutions have an important role to play in redressing past and present inequities of underrepresentation. Our commitment to these concerns exceeds legal mandates and extends to the moral imperative of such a course of action.

While maintaining academic rigor, faculty members can contribute to the goals of this resolution by:

1. Supporting and participating in recruitment efforts at all educational levels in order to promote cultural diversity in the SBCC student body.
2. Encouraging and assisting students with special physical and learning needs to achieve success; by adapting course material and methodology in an effort to meet those needs; by encouraging outreach and recruiting activities that bring such students into the college community; and by encouraging our fellow faculty and other students to recognize and work to remove attitudinal barriers that face students with special physical and learning needs.
3. Integrating culturally diverse material into the curriculum.
4. Diversifying curriculum presentation and educational practices to create a climate more conducive to the success of underrepresented students.
5. Participating in and actively supporting mentor programs for underrepresented students.
6. Encouraging retention, advancement and success of underrepresented students, particularly those with special needs.
7. Encouraging and recognizing faculty contributions to the cultural diversity of the college.
8. Urging full administrative support of programs and activities that are directed toward implementing these goals. Further, by pursuing an ongoing institutional commitment to the identification of underrepresented groups requiring special consideration.

Approved by Representative Council, 7/26/88
Adopted by the Academic Senate in Plenary Session, 9/6/88

UNDEREP.ST

ATTACHMENT 2

SANTA BARBARA CITY COLLEGE

ACADEMIC SENATE

MEMORANDUM - October 31, 1988

TO: Lana Rose

FROM: Tom Garey, Academic Senate President

RE: Subcommittee on the "Statement on Underrepresented Students"

My apologies for taking so long to get this to you.

As discussed in Rep. Council, your subcommittee should look toward tangible ways to assist our colleagues in applying and implementing the principles embodied in the "Statement on Underrepresented Students." As a point of departure, may I suggest that the subcommittee consider the following:

1) Establishing a framework within which the most immediate instructional and classroom needs of underrepresented students can be identified.

2) Capitalizing upon the expertise and experience of our SBCC colleagues and identifying ways to share these among the faculty.

3) Identifying and capitalizing upon the expertise and experience of resource people from off-campus, and developing ways to share that expertise with SBCC faculty.

4) Maintaining an ongoing dialogue on-campus in order to develop and sustain ongoing interest and effort in this area.

The subcommittee should be considering ideas for action that can be brought to Rep. Council for discussion and formulation into concrete proposals to the administration as well as our own committees (i.e. Faculty Enrichment). Consider yourselves our "think-tank" in this area, and certainly do not limit yourselves to the areas outlined above.

Ideally, I would hope for a preliminary report and recommendations by December, with full Rep. Council discussion of proposals in January or early February. Please feel free to call upon me if you wish.

Thank you for your effort in this area.

"PEER EARS": PILOT PROGRAM DESCRIPTION

PROGRAM OUTLINE:

I. REPORTING
II. RECRUITMENT OF "PEER EARS"
III. SELECTION OF "PEER EARS"
IV. TRAINING AND ORIENTATION OF "PEER EARS"
V. PROCEDURES (OPERATION)
VI. EVALUATION
VII. PILOT TIMELINE

PEER EARS PROGRAM

REPORTING

The value of any program is enhanced by input from a variety of different viewpoints. The Peer Ears program is no exception. The following list of campus leaders, committees, and organizations would be involved with the operation of the program as described. A flow-chart is also provided to illustrate the interaction between the various groups used in the consultation process.

ASSOCIATED STUDENT SENATE ADVISORY COMMITTEE:

Composition: A.S. President (Chairperson)
A.S. Vice-President
A.S. Senator (appointed by A.S. President)
1 EOPS program representative
1 ESL program representative
Coordinator, Student Activities
1 DSS program representative
1 rep. Academic Senate Underrepresented Students Action Committee (USAC).

Function: Monitor the continuous operation of the program and make policy recommendations to refine the program as necessary. Provide diversity of viewpoints needed to make the program representative of the student body.

COORDINATOR OF STUDENT ACTIVITIES:

Function: Supervise schedules of Peer Ears. Provide year-to-year continuity between A.S. Senate administrations and facilitate a smooth transition between administrations. Assess appropriateness of Peer Ear referrals.

UNDERREPRESENTED STUDENTS ACTION COMMITTEE:

Composition: A.S. President
Student Representative (elected by A.S. Senate Advisory Comm.)
Members of USAC Comm.
Chairperson of USAC Comm.

Function: Ensure program policy reflects SBCC's needs.
Provide policy input for program as needed.
Report program status to Rep. Council.
Follow-Up assistance with Peer Ear program.

PRESIDENT OF ASSOCIATED STUDENT SENATE:

Function: Consultation with involved groups and individuals as needed. Chairperson of A.S. Senate Advisory Committee. Member of USAC.

PRESIDENT OF ACADEMIC SENATE:

Function: Consultation with involved groups and individuals as needed.

FLOW-CHART: Attachment 1.

RECRUITMENT/SELECTION OF PEER EARS:

The process will be similar to that of the hiring process used for the Student Representative program with some modifications.

I. Applications will be distributed in a non-discriminatory manner. The goal is to have all groups represented in the Peer Ear program, with focused attention given to under--represented students. The applicant pool is limited to students of SBCC enrolled in a minimum of 12 units.

II. The applications will be screened by selected representatives from the Student Senate Advisory Comm. and the USAC Rep. Council Committee. Representatives will include bilingual, women and re-entry students.

III. The applicant must demonstrate a vested interest in the program.

IV. The applicant must submit at least one (1) written recommendation from a faculty or staff member of SBCC. It is recommended that the applicant submit additional letters of recommendation as well.

V. The applicant must provide at least three (3) references.

VI. Each potential Peer Ear will be interviewed by a committee composed of: 1 chair of USAC
2 members of A.S. Senate Advis.
1 Coordinator, Stud. Activities
1 member USAC

TRAINING AND ORIENTATION OF PEER EARS

Given the nature of the program, the training and orientation process is extremely critical. A training workshop will be held for new Peer Ears each semester and will cover the following areas:

A. The referral process- important sources of contact on campus. (Peer Ears will go to on-campus locations)
B. Crisis procedure
C. Program guidelines
D. How to listen effectively with confidentiality
E. Multicultural sensitivity

In addition, the Peer Ears will be given a packet containing support information for reference.

PROCEDURAL DESCRIPTION

I. Peer Ears post individual "office hours" in central location such as the A.S. Senate-office.

II. Peer Ears may be accessed by either appointment or on a walk-in basis.

III. Student/ Peer Ear Meeting:
   A. The function of the Peer Ear is to "hear and refer"
   B. The Peer Ear does not provide solutions for the student. This will be emphasized to participants.
   C. The Peer Ear advises students of options and rights in the case of a grievance.
      Included are: 1. informal process (USAC loop)
         2. informal conciliation (Admin loop)
         3. formal grievance (Admin loop)

      Supporting documentation of outline of grievance procedures will be available to all students.

IV. The participating student will be asked/encouraged to fill out an intake form (or filled out by Peer Ear after student leaves).
The form will ask for information including, but not excluded to:
   A. Name
   B. SS#
   C. Phone #
   D. Address
   E. Date
   F. Class schedule
   G. Box to check the nature of the topic to be discussed
      1. personal
      2. procedural
      3. student responsibility
   H. Space to provide a brief description of the topic to be discussed.
   I. Space for use by the Peer Ear to describe what referral or action taken and comments relating to such action.
   J. Name of the Peer Ear
   K. Time and date of discussion

Copies of the intake form will be given 1) to the student, 2) placed in the tracking file, and 3) sent to the referral source.

V. FOLLOW-UP:
   A. The Peer Ear will make personal contact with referral sources as necessary for support and access.
   B. Confidentiality "loops":
      1. Student call-back
      2. Referral call-back
   C. The Coordinator will assist with the follow-up process in the event of a procedural break-down.
   D. The USAC committee enters the follow-up process if a situation is unresolved after consultation

with the Peer Ear and the Coordinator of Student Activities.

E. If the dialogue between the student and the Peer Ear is "personal", the role of the Peer Ear is one of referral only.

F. If the dialogue between the student and the Peer Ear is program-related, the Peer Ear may wish to contact a representative of the program to gain more information about the program and its policy.

EVALUATION

The Peer Ear program will be evaluated during the final two months of the Spring 1989 semester. Area's included in the evaluation include:

A. Use of Peer Ear service- such a measure will effectively demonstrate the demand for the service with empirical data.

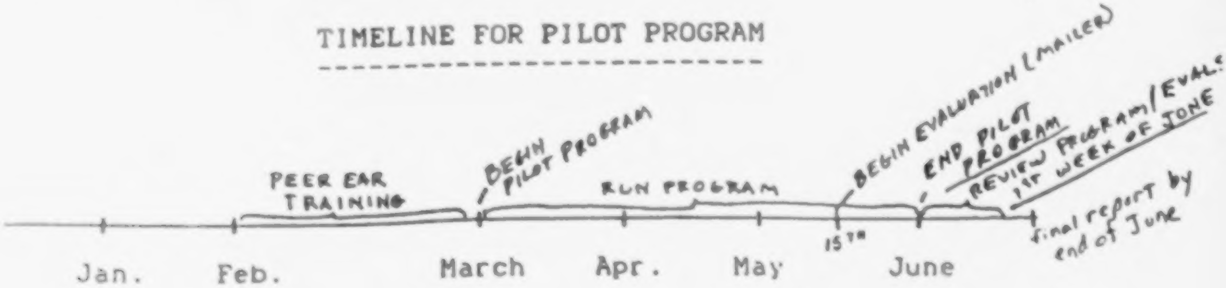
B. Involved groups will be asked to comment on the effectiveness of the service and give suggestions as to how it might be improved in the future.

C. On a continuous basis, participating students will be asked to evaluate the service through follow-up phone calls and follow-up letters including an evaluation form.

D. The outcome of the evaluation process will be analyzed and summarized by the end of the pilot semester.

E. Results will be distributed to the previously mentioned participating groups. These groups will then be asked to provide recommendations on how the service should be altered to increase its effectiveness.

TIMELINE FOR PILOT PROGRAM

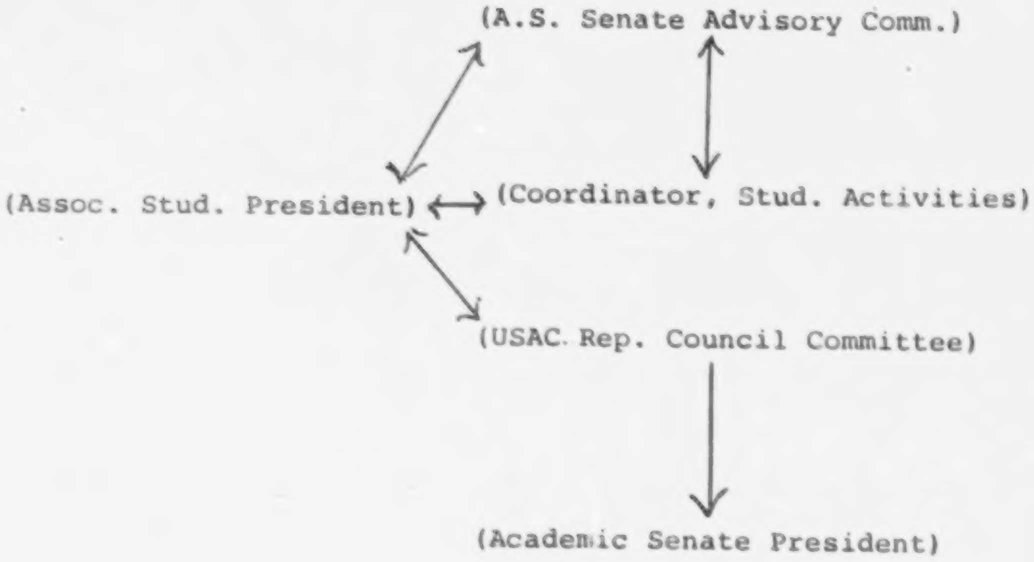


***Please address any questions or comments to Chris Frank, A.S. President or Lana Rose, Representative Council member, at extensions 291 and 546 respectively.

CMF/cf

ATTACHMENT #1

PEER EARS: Committee Advisory Loop


(A.S. Senate Advisory Comm.)
(Assoc. Stud. President)
(Coordinator, Stud. Activities)
(USAC Rep. Council Committee)
(Academic Senate President)

Philip Daro
California State
Department of Education

THE IMPACT OF CURRICULUM DESIGN ON GROUPING PRACTICES

The way we have typically organized the curriculum these last twenty years has made heterogeneous grouping impractical for teachers. I will discuss four issues of curriculum design and their impact on the management of instruction, especially grouping practices: first, the emphasis on skills versus knowledge; second, the balance between coverage versus depth; third, higher order thinking versus lower order thinking; and fourth remediation. By attending to these issues, we can create a curriculum that makes heterogeneous grouping more practical for the teacher in far more situations than at present. The changes in the curriculum I will be discussing are supported by California's new Curriculum Frameworks in Science, Mathematics, English/Language Arts, the Model Curriculum Standards, Standards for Textbook Adoption, and revisions in the CAP test.

Skills and Knowledge:

Anyone who has studied curriculum, or even thought about it much, realizes that skills and knowledge are two different kinds of things and are learned in different ways. Much of our current curriculum is centered around mastering skills. Jeanie Oakes presents ample evidence that students in the lower groups get a program consisting almost entirely of skills, lacking any substance or knowledge. Most pedagogy that deals with skills deals with it from the perspective of training (rather than educating), and that means lots of drill and practice of the smallest impossible tasks.

When we organize the curriculum by skills, we set up a series of hurdles, a sequence of hurdles that students have to jump in order to get to the next part of the curriculum This artificially exaggerates the differences between students and creates the instructional management problem for the teacher of how you deal with students who are at different places in the sequence. Teachers spend their time managing the pace of the student through pre-programmed exercises rather than the substance of the curriculum.

We are familiar with what happened with the individualization movement during the 70's; it became an individualization of pace - just pace. In so many classrooms we still see it today, teacher/student instruction sacrificed for a correspondence course approach: the teacher passes out assignments and manages the student's movement through workbooks and dittos. Students are expected to learn from books and materials and media rather than from the teacher. The lower the student is in the skills continuum the more likely they are to get their instruction from materials rather than from people. The tragic irony is that these are the students least able to learn independently and most in need of teacher interactions.

So what can we do about it? Organizing the curriculum around knowledge is one place to start; and then teaching skills within knowledge units. By organizing into knowledge units instead of sequence of hurdles, the curriculum becomes a series of topics in which students of all ability levels can participate.

Think, for example, of a science curriculum which is organized around the major concepts of science with experimental field activities at the center of each unit. If you read the Model Curriculum Standards or the State Science Framework, you will find a science program grounded in hands-on experiences. Now, for any student, that will be a much more interesting educational program than just book work, ditto work, and short answers. Students doing things, making things, doing experiments; the student's science vocabulary grows out of their own actions. It doesn't matter what your reading level is or what your math level is, you can participate in that same science experiment.

Of course, students with different skills are going to participate differently. If you are a student with below grade level reading, it's going to be harder for you to get the same out of the experiment as someone well above grade level. You will need help in reading the science book and help writing your observations; the teacher will have to provide direct instruction in reading and writing in the context of that science unit. But that direct instruction will be in response to an immediate need of the student to complete an assignment that is inherently, intrinsically more interesting and engaging than marching through repetitive skill sheets. So we're not saying that skills instruction is unnecessary; we are saying that the curriculum should be organized sequentially around content and the skills instruction inserted into that curriculum. Then, rather than exaggerating differences in ability levels, which creates seemingly insurmountable instructional management problems, we will be minimizing the impact of individual differences on the teacher's management. It changes the whole classroom management situation; heterogeneous grouping becomes practical in far more situations.

And this is true even in language development. There is a strong emphasis in the Model Curriculum Standards on literature; on literature playing a much more prominent part in the reading curriculum and the writing curriculum. And again, this is knowledge vs. skills. If there is a unit on a particular book the students are reading - *Charlotte's Web* is a particular favorite of mine - the issues raised in that book are issues any student can understand and respond to. Issues of friendship and loyalty, issues of dignity, and death. All students can recognize these and repsond to them; they can all talk about them. They call all have their own views about them, but not all students will be able to read the book without help. Some students' reading level will be too low for just sitting down and reading through the book. In order for them to participate in such a unit, they'll need some help. There's a film version of *Charlotte's Web* (as there are film versions of many works of great literature). There is nothing wrong with every student working on Charlotte's Web, some who are advanced readers getting a lot out of its linguistic artistry. Others using the understanding of the story, the plot, the character and so on which they get from the film, to help them draw meaning from the written text. They bring all the context, the meaning and the interpretation and discussion with them as they approach the problem of deriving meaning from text (that's what reading truly is). The teacher should provide direct instruction in using context to derive meaning, especially to low ability students.

The new *Mathematics Framework*, adopted by the State Board of Education, reflects this shift toward knowledge, concepts, and higher order thinking skills:

> "The mathematics program recommended in this framework reflects raised expectations for student achievement. The goal is for all students to be able to use mathematics with confidence; therefore, every student must be instructed in the fundamental concepts of each strand of mathematics, and no student should be limited to the computational aspects of the number strand. New concepts should be presented in such a way that all students can grasp the basic ideas. From a point of common understanding, the concepts and their interrelationships should be developed in increasing depth.
>
> Most students will be beyond the fundamental concepts to achieve deeper and broader capability in mathematics: but even less capable students, by learning these concepts, will have appropriate experiences in all of the strands. They must not, for example, be deprived of work in geometry or probability in order to have more practice with narrow computational skills. Rather, they will continue to learn the new concepts of all the strands and to integrate those concepts into their understanding throughout their school careers.
>
> This expectation applies to all students, including students with special needs and those who come from groups that have historically been underrepresented in upper-level mathematics cources. The teaching methods advocated in Section 3, "Delivery of Instruction in Mathematics," are those that research has shown to be particularly beneficial to such students and those that should be employed so that all students can

realize the expectations of this framework. Everyone who is interested in the quality of education must share these expectations."

The reference to "Section 3" of the *Framework* as describing methods, particularly beneficial to special needs students will surprise you. The instructional strategies being promoted there do not resemble the skill drill practices commonly experienced by students in the lower quartiles. I urge you to get your hand on the *Framework* and compare what you see in your schools to what is described in Section 3.

Coverage vs. Depth:

The push for more rigorous content built around a common core curriculum has sometimes been interpreted as merely a push for "covering" a more extensive curriculum. While it is true that the curriculum must include a systematic organization of topics to be covered, it is equally true that the curriculum must include the 'uncovering' of selected topics at much greater depth.

Regular assignments to pursue the study of an important topic in depth provides the student with the necessary experiences of how the discipline touches the ground of reality. For example, by conducting her own research project, a girl in a science class will learn how to observe, construct a hypothesis, research the work of "other" scientists, plan and carry out an experiment, and relate the findings to a wider theoretical context. With this as part of her experience, her reading and study of other topics in science will have more significance to her because of their analogy to her own experience; she will be able to see the "ground" on which science stands.

Over the course of a school year, in each subject, the student should progress through a series of in-depth projects - at least one of each major unit of learning - which support the span of topics. A good image for this way of structuring the curriculum is a bridge which spans the topics to be covered, but which has solid pillars of support (in-depth experiences) at regular intervals.

In-depth learning experiences should not merely be high interest, independent enrichment activities; they should convey the critical skills and important knowledge of the curriculum. They are a way of teaching the curriculum, not a 'breather' from the curriculum. For example, the experimental activities included in most elementary science tests should be utilized as the foundation of every student's science program, the foundation which supports the concepts and knowledge presented by text, teacher, and other media. Using such activities as enrichment for fast students is not enough; indeed, it is the slow students with reading problems who stand to benefit most from the concrete, hands-on style of learning provided by these activities.

Different students will need different intensities of teaching, reteaching, coaching, and other informative feedback at various stages of their work on these projects. In order words, there should be significant teacher-student interaction about the curriculum while the student works. This project mode of instruction allows the teacher greater flexibility in the timing and content of interactions with each student, since the students themselves can manage task-time. The teacher can direct-teach and coach the application of the skills needed to complete the project. These should be fundamental skills of the curriculum.

The emphasis should be on extending the knowledge and thinking of the students toward the significance of the topics being studied. By doing this, their interest is more likely to be engaged. Interest in the topic is one of the most powerful motivations for learning.

Some will say there is not enough time to cover everything as it is, so how can we add in-depth experiences. The answer is to employ the in-depth assignments as the method for teaching the most important objectives of the unit so that time needed for covering these objectives using other methods (e.g. lecture, short answer responses, etc.) will be substantially reduced. It may also be necessary to concentrate the use of instructional time on the most important content within a topic, trading time that would have been spent on lesser content for time spent on in-depth assignments.

The principle of balancing depth and coverage applies to all grade levels and subjects. Naturally there will be great variation in how the principle applies. The way students work independently depends on their maturity and on how they are taught to work. The difficulty and richness of individual projects will vary with the skills and abilities of students working on the same unit in the same classroom. The type and frequency of interactions with the teacher will vary with the learning situation; but the need to support the span of content covered with regular in-depth learning experiences crosses curriculum areas, grade levels, and ability levels.

You can readily see that organizing the curriculum around a series of these in-depth projects and allowing for individual differences in how the projects are carried out makes heterogenous classes more manageable than a curriculum where every student must master identical skills taught in identical ways to identical standards of mastery. In the latter curriculum, students will be spread out over a linear sequence of low order skills or topics that effectively block the teacher from dealing with individual differences in every way but pace.

This practically forces us into homogeneous grouping. In contrast, when students work on the same assigned projects, but variation is allowed in the way the projects are done, their richness, learning styles, quantities of reading and writing involved, detail of knowledge acquired and so on, then a teacher could more easily manage instruction in heterogeneous classes. They could adjust fror individual differences in many dimensions besides pace. They could have everyone working on the same "assignment" at the same time, even while there is more meaningful individualization. The students will also be learning, to manage their own work and their own learning, lifting some of this burden from the teacher. Finally this kind of curriculum invites teaching practices based on the active learner, rather than the dreary student passivity we too often see in classrooms today -- a dreariness that many of us believe is a major condition leading to drop outs.

Implicit in this push for more in-depth learning activities is the belief we learn best when we apply what we are learning. When we apply, we incorporate new learning into actions we initiate and thereby remember what we did; in contrast, when we drill and practice or fill in the blanks, we are responding to action initiated externally and, therefore, cannot remember what we haven't yet done. Some practice is needed in the early stages of learning something new, but mastery should never be an issue until after application activities. Mastery set up as a hurdle between practice and application is especially insidious for low ability students who have more difficulty learning from the passive and abstract experience of practice excercise such students learn more readily from the tangible, concrete and active experiences of application. We must push for more application and less practice for low ability students.

You may be thinking that this 'project' concept of curriculum is natural for woodshop and art, conceivable for science, social studies, and literature, but impossible for mathematics. Let me quote again from the *Mathematics Framework*:

> "To internalize concepts and apply them to new situations, students must interact with materials, express their thoughts, and discuss alternative approaches or explanations. Often, these activites can be accomplished well in groups of four students. Working in small groups increases each student's opportunity to interact with materials and with other students while learning. Students have more chances to speak in a small group than in a class discussion; and in that setting some students are more comfortable speculating, questioning, and explaining concepts in order to clarify their thinking. By brainstorming, exploring various approaches, and solving problems cooperatives, students can gain confidence in their individual abilitites.
>
> When a cooperative climate has been established, small groups that are heterogeneous in their composition have the added value of promoting positive attitudes toward others, regardless of individual differences. As a group works together, the differences will be less important than the tasks at hand. More capable students can

assist others. The questions asked by students who do not yet understand an idea will help the entire group to bring its thinking into focus. Individual strengths will be highlighted so that students who have difficulty in some areas will have a chance to contribute their special skills in other areas."

Higher Order vs. Lower Order

There is a misconception that higher order skills mean advance skills: the skills you get to after you master the low order skills. That's not the case. All students think; all students can learn ways to think better. No matter how smart students may be or may not be, they still have to organize their ideas, they have to organize their time, they have to solve complex problems, to think critically, and so on. If we set up a program where they're not allowed to learn anything about organizing ideas until they have mastered the 98th decoding skill or learn problem solving strategies until they have mastered the 58th math skill, then we are truly depriving them not only of what they need to know but the very sorts of things that would interest them, engage them, and make them feel like what they're doing is productive and meaningful. These higher order skills include problem solving in math, critical thinking in social studies, the empirical processes in science, creativity and reasoning in writing, aesthetic judgement, creative design, and so on. All students need a steady diet of these higher order skills no matter what their ability level and no matter what their low order skills may be.

Knowledge has a high and low order aspect to it as well. Facts are a kind of the low order of knowledge. When we present just facts to students, they are getting an unmanageable string of information. They we ask them to do what professional historians, scientists, or whatever it is, themselves struggle with; that is, taking a string of unorganized information and organizing it into something that they can hold on to. That's a very difficult task. And to give the students who are in the lower level of skill that task while the students who are at the higher levels get explicit and direct teaching on organization, ideas, concepts, and issues is a cruel irony. So the higher order content are things like ideas, issues, concepts, theories, hypotheses. By direct teaching these to students with lower skill levels, we're helping them to manage the information we're giving them. They need it more than anyone.

I cannot stress enough the seeming paradox that individual differences in ability matter so much less for teaching higher order skills than they do for teaching lower order skill. This results, in part, from the "horse race" effect of sequencing low order skills in contrast to the non-sequential, qualitative nature of higher order skills. To illustrate this point, read the following recommendation in the *Mathematics Framework* on how questioning and responding techniques influence the learning of higher order thinking and reasoning skills. As you read the recommendations, imagine how it would play out in a heterogenous classroom. Compare this, from the instructional management perspective of the teacher, to a mathematics program which was designed to push students through the memorization of a sequence of algorithms as fast and as far as possible, without pausing to think -- let alone teaching to think.

> "The questions asked by teachers or presented in textbooks can have a major impact on the way students think and reason. Teachers can use stimulating questions to get students involved in a lesson, improve students' understanding of the concepts under study, and assess the level of that understanding. Some characteristics of good questions follow:
>
> - Good questions call on students to analyze and synthesize as well as to recall facts.
> - They prod students to pose their own questions and to explore ways of answering them.
> - Questions such as the following encourage students to explain, experiment, explore, and suggest strategies:
>
> 1. How did you solve the problem?

2. Why did that approach work (or not work)?
3. What is another way to solve that problem?
4. What different kinds of problems could be solved in the same way?

The way in which a teacher responds to students' answers can influence the answers as much as the questions do. If a teacher reacts to an answer in a way that signals conformity (through praise, criticism, or other value judgement), students will percieve that their thinking process is not valued as much as guesses to the answers that the teacher has in mind. The most effective teacher's responses are those that promote further thinking."

The push for teaching students to think opens real doors to equity; and, while it may make teaching more challenging, it will make classroom management much easier. This, in itself, will make heterogeneous grouping practical for teachers in vastly more situations.

Remediation:

Remediation is, I am afraid, one of the sadder stories that I have been involved in over the last fifteen years. Those of us who have worked with state and federal education programs have spent a lot of time on remedial pedagogy. And I think we have a lot of success but we have a lot of failure as well. And I think some of the issues we're touching on today are causing this failure.

The idea of remediation presupposes a base program: a curriculum and an instructional delivery system. For some students the delivery system is not working. They need a better, a more appropriate, and, often, a more expensive delivery system. They need remediation. This seductively simple idea has spawned some unfortunate educational experiences for many of the students who were its intended beneficiaries. I will point out four problems I believe have perverted the good intentions of remediation.

First, we wrongly assumed that students were engaged in a well defined base program. In most schools, the base program, if there is one at all, does not reach students of the lowest ability levels. As a result, the remedial services become a program which replaces the base. This is true whether there are categorical funds or not. Thus, instead of improving access to a base curriculum through superior instructional delivery, we find a remedial curriculum.

I would like to make a distinction between extra help, which I think was our original intent and the proper intent for remediation, and extra curriculum or extra assignments. The student who needs remediation is having trouble doing the assignments that they are being assigned in the regular curriculum, the regular classroom. What too often happens is that student who can't do the work they already have goes to some extra place and gets more assignments. They can't do what they've already got and yet we give them more assignments. What they need is extra help doing assignments they've already got. The same kind of rich, interesting, engaging assignments that the other students are getting.

The second problem with remediation is the "rubbing people's nose in failure" problem. And this is another one of the ironies in meeting needs. We assess their needs and discover their weaknesses and then, by changing the program to meet their needs, we have them working in their area of weakness for most of the school day. What would you think about being caught in an institution that held your nose to your weaknesses all day? What about looking for their strengths -- everybody's got some relative strength -- and building from strength instead of from weakness? Not that we don't have to attend to weakness, certainly we do. But to start and stay there and say to the child that until you have conquered your weakness you're not going to get anything for your strength seems yet another cruel irony.

And third, all students need fresh curriculum, fresh material, things that engage them and are interesting. Learning should be exciting, it should be fun. They need a balanced curriculum: the great stories in history, the interesting experiments in science, the interesting issues, the human issues in literature, and even the amazing tricks of mathematics. All kids need that. Right now we're giving it to the bright kids but we're hiding it from the kids who need it more than anything else; the very kids that we say that have motivation problems. Who wouldn't?

* * * * *

Tracking exists for a complex of reasons and beliefs, many of them based on meeting needs. We still work under the simplistic medical metaphors of need-meeting: Diagnosis, prescriptions, and remedy. Those of us who work with need-meeting programs have got to face the fact that the way we use the "needs" model has nothing to do with what is good for different children; it has everything to do with what is bad about them. The medical model is a model for dealing with sickness, for helping people who are sick. A child who has not yet learned to read to a certain norm is not sick, anymore than a child who has yot yet had lunch is a sick child. But if the child is given medicine instead of food, the hunger will surely become a disease. In education, the curriculum is the food. Every child "needs" a balanced diet of literature, science experiments, stories of the past, problem solving, thinking, art, and music. When they come to us hungry and undernourished, let's give them food, not remedies.

I have discussed four areas where the design of the curriculum impacts the instructional management realities of the teacher. To make changes in the way we design our curriculum, we can't just preach to teachers. To often we think, "Oh, if teachers would just behave differently, that would solve all of the problems." I think the design of the curriculum, by the time it gets to the teacher in the form of skills to be mastered, topics to be covered, the texts we adopt and the materials that we buy, and the testing programs that we have and so on, the options left for the teacher are very limited. We, at the state level, are working with the textbook publishers to improve the design of the texts; we are changing the CAP test to include more higher order skills. But we are working in an area where the intentions are all the right way, but the inertia is all the wrong way. Typically, teachers are encouraged to feel that the curriculum means covering the text or a skills continuum. Many have the sense and courage to supplement this with trade books and activities which, according to what I have been suggesting, should really be central; but school boards, curriculum committees, administrators, and parents will have to shift their curricular expectations from covering topics in the text to a set of curriculum rich projects which are supplemented by texts. By focusing on what students produce and the skills, knowledge, and character demonstrated by what they produce as the measure of student performance and teaching effectiveness, we will be supporting a curriculum that makes it realistic for teachers to manage heterogeneously grouped students in vastly more circumstances than exist today.

LEARNING HOW TO LEARN

While the high school learning environment is teacher-centered, the college learning environment is student-centered, and the student needs to be self-regulated and responsible.

1. Comprehension Monitoring:

This first step in learning how to learn involves the students in a process of knowing when they know, when they don't know, and what they can do about it. Comprehension monitoring requires varying levels of four different types of knowledge:

a. **Self-Knowledge**: The student should know the best learning times of the day, preferred types of information to learn, preferred location to learn.
b. **Knowledge of Task**: The student should know the difference between concept learning and rote learning, different ways to prepare for essay as opposed to multiple choice tests, knowing how to select main ideas from reading and lecture material.
c. **Knowledge of Learning Strategies**: The student should have a variety of systematic ways to approach learning, a repertoire of strategies that allow the student to know what to do when difficulty is encountered.
d. **Prior Knowledge**: Prior knowledge helps the student to make sense of new information, to store information in a useful way, to differentiate between expert and novice (the expert knows more and have knowledge organized for easy access, with related information placed together).

Understanding of information can be monitored by the student through a process of self-assessment, using the following steps:

a. **Apply the idea** being learned, practice it.
b. **Transform the information** through paraphrase or summary to go beyond mere recall to an understanding of concepts.
c. **Teach the information** by tutoring someone else to consolidate and deepen knowledge as well as to recognize learning strategies.

When a comprehension problem develops, the student should have at hand some fix-up strategies:

a. **Fluency**: Number of different activities or solutions or strategies for solving a problem.
b. **Flexibility**: Number of different categories of solutions for a problem.

When a student begins to indulge in mindless reading, the strategies of taking a walk, calling someone for help in solving the problem, solving a personal problem that's interfering with concentration, reading more slowly, eating, or seeing the professor during an office hour all involve more than simply taking a break and can lead to resolution of the difficulty.

2. **Knowledge Acquisition:**

Acquisition of knowledge often involves building bridges between what is already known and new information. Analogy can be a major tool in this process.

3. **Active Study Skills:**

Students should know how to separate out major ideas, to ask questions, and to relate ideas to other material.

4. **Support Strategies:**

a. **External Support:** Proper lighting, equipment necessary for the course, appropriate learning environment.
b. **Internal Support:** Attention, concentration on task, knowing when to use a certain learning strategy, valuing learning strategies and seeing how they help in reaching a goal, attributing success to the use of learning strategies.

Self-regulation is filtered through student goals. There should be a balance between academic, occupational, social, and personal goals. Students should learn to set and use goals, a process that necessitates periodic goal analysis, clarification, and adjustment. This process of goal development and review involves strategic planning; the student should know how to

a. **Develop an action plan** by establishing goals.
b. **Execute the plan** by moving from one goal to the next.
c. **Monitor progress** in meeting goals.
d. **Adjust the plan** by making short-term as well as long-range goals.
e. **Evaluate the plan** to ensure that short-term and long-range goals reflect current circumstances and plans.

GATEWAY to Success for First-Year Adult Learners: Programs and Strategies for Academic Achievement and Personal Growth

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ADULT STUDENT DEMOGRAPHICS

According to the College Board, more than 6 million students--45% of those enrolled in American college programs--are 25 or older. The number of such students jumped 79% between 1969 and 1984. Within a decade, this new group of learners, 60% of whom are women and 70% of whom work full time, will make up a majority in college classrooms.

Time, Oct. 24, 1988; p. 90

DEFINING ADULT STUDENTS

- **In defining the adult student we must view the terms 'adult' and 'adulthood' as implying a dynamic and changing process. We must not use the term 'adult' in its static sense, which is age-bounded or stage-linked.**

- For the adult, the student role is almost always secondary. Even when extensively engaged in education, adults see themselves first in occupation and/or family roles.

- Adults are typically voluntary or self-directed learners. Generally, the decision to go to college is totally theirs and is neither the function of some authority figure's recommendation nor the result of societal expectations that they play the student role.

- Adults are part-time students. They are attending school in the evening, on the weekends, via distance learning methods, or in some configuration that allows them to maintain their other social roles of workers and/or family members. Even when they attend school full-time, they try to graduate in as few years as possible and see attendance as a means, not an end.

- Many adults attend college as a function of some specific trigger.

- Adult students often experience disequilibrium because of trigger events. Having a problem to be solved, they seek educational experiences that are problem centered rather than discipline or subject centered. They are also interested in the immediacy of the application of their learning; they do not perceive themselves as repositories of information that is to be stored for later application but as persons seeking current answers.

—James Pappas
—Rosalind Loring
Increasing Student Retention

CATEGORIES OF ADULT STUDENTS

Despite the diversity of adult students, we can divide them into three broad categories:

- degree seekers
- problem solvers
- cultural enrichment seekers

1. In dealing with nontraditional student groups, it is important that we view them from both a longitudinal and cross-sectional perspective

2. For the degree-seeking adult we will want to facilitate degree attainment in a timely fashion and reduce barriers that inhibit attainment. For the two other categories of adult students, however, enrollment may be better thought about cross-sectionally.

3. One category is made up of students taking a class or a series of classes to solve a problem. In such cases persistence is an important concept only in so far as students achieve the problem-related goals that they have set for themselves.

4. When we think of the first category of students, degree-seeking, we want to allocate our recruitment costs and instructional efforts so as to best serve a longitudinal model.

5. It is important to recognize which group of adult students we are seeking and decide whether we want to offer our adult curricula in a way that attracts the degree seeker, the problem solver, or the culture seeker. At the same time, we must recognize that these categories are not mutually exclusive.

LEARNING PRINCIPLES IN THE ADULT LIFE-CYCLE

- *Adults learn best when they are motivated, when they have a strong desire to learn.*
- *Although young children often will learn because teachers tell them to, adults respond differently to suggestions of this kind.*
- *Adults learn more effectively when they can pursue their own needs and interests.*
- *Adults vary greatly in their capacity to learn; each person as a unique individual possesses different abilities as well as different interests, desires, aptitudes, goals, and needs.*
- *Adults learn faster and better when they participate, or are directly involved, in the learning experience.*
- *Adults learn things that have direct application to their occupational interests or work assignment more readily than things which have little meaning or relevance for them.*
- *Adults learn best when they proceed at their own rate.*
- *Adults will retain much of what they have learned if they continue to use it. With frequent use and repetition, the rate of retention is much higher.*
- *Adults learn best and derive greatest satisfaction when they receive valid feedback or see evidence of progress.*
- *Interests and needs of adult learners are continuously changing; they are not always obvious or immediately revealed, even to the learner.*
- *Adults must be treated with (ordinary) courtesy and respect if they are to become participants in the learning process.*
- *Satisfaction of learner needs and wants are basic sources of motivation for adult learners.*

- *Learning based on sound educational principles and understanding is more permanent and meaningful than rote or "surface" learning.*

- *Demonstrations, diagrams, examples and illustrations should be used whenever appropriate; supplemental aids often simplify and clarify something which is complex and difficult to learn.*

- *Adult learning takes many forms and follows many different paths; different kinds of learners require different educational approaches, training processes, and learning experiences.*

- *An extremely strong desire or intense interest to learn may impede learning or even prevent it from taking place.*

- *Some adults like to pursue self-directed learning rather than group learning, especially once they know how to proceed on their own.*

- *Learner dissatisfaction can sometimes be a strong motivating force. Although the positive approach is usually more effective and lasting, negative learning can at times produce surprising results.*

- *A significant part of learning takes place through the solution of practical problems, especially those which arise out of the daily work situation.*

- *The adult learner must put forth genuine effort and application in order to obtain results. No other person can do it. Significant progress in learning can only be accomplished by the learner.*

- *Adult learners are pragmatic in their approach to learning. They want to know how the training will benefit them, how much it will cost, and how much time it will take—usually before training begins.*

- *Experience plays a large part in the learning process as well as in retention of knowledge. Adults relate their "new" learning to what they already know; they build on the existing base.*

- *Adults expend great amounts of energy for the purpose of learning, not for the purpose of grades. Of course they want to know how they are doing and what progress they are making.*

- *Adult learners usually respond positively to tests or examinations if they are fair, realistic, and appropriate for the adult learning situation.*

- *Learning is more rapid and pronounced when the correct response is immediately reinforced. Feedback should be prompt and frequent.*

- *Learning proceeds best when the results of the learner's actions are positive rather than negative. Punishment is considered to be disruptive and undesirable, also inefficient, over the long run.*

- *Effective learning, especially when a procedural skill or technique is involved, requires practice. Practice in various environments and under different conditions will increase the number of situations in which learning can be successfully applied or transferred.*

- *Learners seek rewards for their efforts and accomplishments. The use of a reward for correct responses and non-reward for incorrect responses is more effective and appropriate than reward for correct responses and punishment for incorrect responses.*

- *Adults learn best when they have clear and realistic (attainable) objectives or goals. If the objectives or goals are not realistic, clarity means little.*

- *Adults learn best through instruction which is organized.*

- *Learning proceeds from the known to the unknown, from the tangible to the abstract.*

- *Adult instructors to be effective must start where the learner is, not where they wish they were or think they should be.*

- *Adult learners may be unsure of their learning ability because of past experience or lack of learning opportunity. A mature, effective instructor can do much to create a positive educational environment which will encourage self confidence as well as individual growth and achievement.*

—Robert J. Kirk
Building Quality into Continuing Education

FORCES MILITATING AGAINST ACHIEVEMENT AND PERSISTENCE

1. Completing institutional procedures
2. Selecting appropriate courses
3. Reading and analyzing college-level texts
4. Achieving on tests
5. Completing library research and written assignments
6. Having enough time to complete all work

—Edward Anderson
Increasing Student Retention

RETENTION:

GOAL

Retention should not be an institutional goal but rather a by-product of improved educational programs and services for students.

CHANGE/©EDSI 85

SERVICE STRATEGY

THREE FEATURES OUTSTANDING SERVICE ORGANIZATIONS HAVE IN COMMON

1. A well-conceived strategy for service

2. Customer-oriented frontline people

3. Customer-friendly system

—*from SERVICE AMERICA*

THINKING ABOUT RETURNING TO SCHOOL BUT DON'T KNOW WHERE TO START?

Penn State provides an entrance for adults who want to begin or continue a college education. Returning to school is a major decision — one that often serves as a turning point in the lives of those who take this step. Your experience at this time may be quite different from those who enter college immediately after high school. Adult students face numerous challenges: fear of competition with younger students, lack of confidence in study skills, and the stress of combining studies with work or family responsibilities. If you have been away from school for some time or if you are just considering taking your first course, Penn State will help you get off to a good start and provide the continuing support you need for a successful transition.

WHAT IS PENN STATE'S GATEWAY PROGRAM AND HOW CAN IT HELP YOU?

GATEWAY is the name given to a group of services specially designed to meet the needs of the adult learner. The GATEWAY Program for Returning Students creates an environment in which adult students can build confidence in their abilities, define their goals, and develop strategies for attaining those goals. Our staff will help guide you through admission and registration procedures and offer continuing support and assistance.

THE OPEN HOUSE

The Open House is an event held in the evening before the start of each semester. At this session, staff and faculty members will give presentations, answer your questions about returning to school, and give you specific information about the various Penn State programs.

PERSONALIZED COUNSELING SERVICES

Our counselors for the adult student will assist you individually to help ease your transition back to school. Whether you need help with deciding which courses to take or with registration procedures, or whether you just want to talk to someone about your questions, concerns, or problems, our counselors can help. To set up an appointment, stop by Room 104 Sutherland or call (215) 886-9400, extension 369.

OPEN ADMISSIONS POLICY

Penn State courses are open to anyone with a high school diploma or equivalent. You do not need to apply to the University to enroll in courses as a nondegree student. If you later seek admission to a degree program at Penn State, the credits you earned as a nondegree student may be applied toward your program. Credits can be used for admission in lieu of SAT scores.

"DISCOVER" CAREER DEVELOPMENT SERVICE

DISCOVER is a computer-based career guidance system that is available free to students and the public. DISCOVER can help you explore career options and learn more about yourself through self-assessment of values, interests, and abilities. DISCOVER also contains modules relating to two-year and four-year colleges, financial aid, and mid-career job change.

Along with the DISCOVER system, other software programs are available for your use:

- Job Readiness Series — This program is designed to improve job search skills in resume writing, application procedures, and interviewing.
- Business Writing — These two software packages can give you the basic skills needed to organize a report, persuade, or write business correspondence.
- Speed Reading — The speed reading program can help boost your reading skills by increasing speed while maintaining or improving your comprehension level.

ACADEMIC SKILLS WORKSHOP

This workshop focuses on the skills necessary to succeed in college, including the development of successful techniques for test taking, studying, note-taking, and writing. Skills examined include the following: practical and realistic methods of handling objective and essay tests; an efficient manner of study and its relationship to good grades; methods for writing succinct notes and composing effective prose. Students who devote quality time and effort to achieving academic success should gain a strong foundation for learning and an increased sense of self-confidence.

ESSENTIALS FOR SUCCESS: ACADEMIC REVIEW SERIES

The Academic Review Series is a back-to-basics program featuring practical instruction in English and math fundamentals. The courses are designed to assist adults who lack adequate high school preparation and to aid professionals in sharpening their skills. There are no prerequisites for these courses. All are offered periodically on a noncredit basis.

Courses in the series:

English Fundamentals
Effective Business Writing
Technical Writing
Reading Comprehension
SAT Prep Workshop
Basic Math
Basic Algebra
Bookkeeping
Academic Skills Workshop

INDEPENDENT LEARNING

Penn State's Independent Learning courses enable you to fit course work into your work schedule and family responsibilities. Through course components that permit home study at convenient times, independent learning allows study at your own pace and interaction with Penn State faculty by mail and telephone. More than 170 credit courses are offered; all fulfill requirements for various degree programs.

STEP-UP PROGRAM

For the part-time adult student, the completion of a degree program can mean a long-term commitment. With Penn State's Step-Up plan, you'll be encouraged as you reach smaller goals on your way to a degree. Here's how. You'll earn a certificate by completing several specific credit courses. Certificates build onto advanced certificates and degree programs, and each certificate contributes to your ultimate goal.

GO-60 PROGRAM FOR RETIREES

GO-60 is an opportunity for persons sixty years of age or older who are retired or employed less than half-time to attend, tuition-free, credit courses offered through Penn State Continuing Education. This applies to undergraduate level courses numbered 0-399 on a space-available basis only. Courses taken through Independent Learning are available at one-half the tuition cost.

WHAT PENN STATE OGONTZ CAMPUS OFFERS

- Easy registration procedures that can be completed by mail, phone, or in person.
- Day and evening courses.
- Part-time or full-time study.
- Undergraduate credit courses and certificate and associate degree programs.
- Continuing education courses for professional development or personal enrichment.

UNDERGRADUATE CREDIT PROGRAMS

Part-time students may enroll as **nondegree or without being formally admitted to the University.** However, if they later decide to seek admission to a degree program at Penn State, undergraduate credits may be applied toward baccalaureate or associate degrees where appropriate. All undergraduate degree students are required to meet with an adviser prior to registration. For a counseling appointment, call: Continuing Education, 886-9400, ext. 286.

PROFESSIONAL DEVELOPMENT PROGRAM FOR EDUCATORS

Advanced credit courses for educators are offered at various locations in the area (Abington, Bristol, Doylestown, Langhorne, Lansdale, Levittown, Newtown, Upper Roxborough, and Warminster). These courses are developed on the basis of relevance to timely issues and content applicable to various disciplines. These 400-level courses are advanced credit and are often applicable to graduate programs of study.

For information call (215) 886-9450, ext. 285, Monday through Friday, 8:00 a.m.-5:00 p.m.

BACHELOR OF ARTS DEGREE IN GENERAL ARTS AND SCIENCES NOW AVAILABLE AT OGONTZ

The Baccalaureate Degree in General Arts and Sciences is an inter-disciplinary program for students with individualized academic and career goals. It provides an excellent opportunity for students interested in humanities and social and behavioral sciences to gain a liberal education. Students may also create a program of their own choosing through the liberal studies option. This option may include a business administration focus. The 36-credit major includes a 12-credit core (3 credits each in arts, humanities, social sciences and science or mathematics) and a 24-credit option component (humanities, social and behavioral sciences, and liberal studies). Fifteen credits of the option must be at the 400-level. A total of 124 credits is required for the Bachelor degree in General Arts and Sciences.

Interested students should contact the Adult Counseling Office (886-9400, ext. 286) for further information.

NANNY PROGRAM

Undergraduate Credit Certificate in Family Child Care

Coming to Ogontz January 1989
For information call 886-9450, ext. 341

BACCALAUREATE DEGREE IN NURSING FOR REGISTERED NURSES

The bachelor of science degree with a major in nursing is offered on a part-time basis to serve the needs of registered nurses who are licensed in Pennsylvania but unable to participate in the Department of Nursing's full-time resident program. Program content and the academic quality and control are the same as the degree program at the University Park Campus; it is led by the same faculty and is fully accredited by the National League of Nursing (NLN). Students must be matriculated (admitted into nursing degree status) to enroll in a nursing course. Students must register in person for nursing courses. Students should see their adviser or a Continuing Education counselor to obtain a permission to enroll form. An orientation for prospective students is scheduled during the adult student orientation, Saturday, August 13, 10:00 a.m.-12:00 noon, 112 Woodland Building. (Other orientations sessions will be held November 9 and December 7.) (Nursing Coordinator: Dr. Beryl Thomas, 886-9400, ext. 369.)

ASSOCIATE DEGREE PROGRAMS

Business Administration

The two-year Business Administration major is designed to provide instruction i business administration that fulfills the requirements of various levels of responsibility higher than that held by high school graduates.

The primary objective of this major is to provide a managerially oriented program with sufficient communicative and mathematical skills, socially relevant course work, and advanced courses in specific business specialties to develop a well-rounded graduate. A detailed brochure is available. (Adviser: Martha Leva, ext. 372 or 286.)

Letters, Arts, and Sciences

The objectives of the Letters, Arts, and Sciences major are to broaden the student's understanding, interests, and skills; to help the student become a more responsible, productive member of the family and community; and to offer a degree program with sufficient electives to permit some specialization according to the student's interests or career plans. Letters, Arts, and Sciences is a complete two-year degree major. However, graduates who later seek admission to baccalaureate degree majors may apply baccalaureate credits toward the new degree. Any 800-level credits taken in th Letters, Arts, and Sciences program are not applicable toward most baccalaureate degrees. A detailed brochure is available. (Adviser: Dr. Moylan C. Mills, ext. 286.

CERTIFICATE PROGRAMS

For the part-time student, the completion of a degree program can mean a long-term commitment. With Penn State's option of certificate programs you'll be encouraged as you reach smaller goals on your way to a degree. Here's how: You earn a certificate by completing several specific credit courses. Certificates build into advanced certificates and degree programs. By following this plan, you will achieve a sense of progress and accomplishment. This brochure outlines a few of the available certificate programs. Contact the Counseling Office for more information (886-9400, Ext. 286).

Business Management

The certificate program in business management meets the immediate educational needs of a wide range of adult business students. The six component credit courses provide insight into the intricacies of employee behavior, financial accounting, principles of management, and the legal aspects of business to those already employed in business. The program also serves as a starting point for those considering a business career and who later may choose to enroll in an associate or baccalaureate degree program. For many students, the certificate represents an excellent basic education in business management, while for others, it is the beginning of a more extensive business education experience. A detailed brochure is available.

Chemical Dependency Counselor Training Program

This program was developed by the Division of Counseling and Educational Psychology and Career Studies on the basis of recommendations from a statewide advisory board. It is designed for individuals seeking preparation for employment as counselors for chemically dependent persons.

The program begins with an introductory course (CNED 497) covering chemical dependency, which is followed by one emphasizing one-on-one counseling processes (CNED 403). A course focusing on group counseling and dynamics in residential or outpatient facilities (CNED 404) is the third and last in the first-year sequence. Subsequent courses introduce students to alcohol education programs, case management plans, rehabilitation techniques for use with mentally ill patients, and supervisory skills. Courses in prevention, employee assistance programs, and marital and family counseling are also available.

Upon completion of six program courses, students are presented with a certificate (for 18 credits) from the College of Education.

Health Care Management

This program is designed to meet the immediate educational needs of those working full or part time in the health care field. It is particularly appropriate for professionally or technically trained health care workers who have been recently promoted or who expect to be promoted to managerial positions. It also can serve as a starting point for those considering management careers in health care and who later may choose to enroll in an associate or baccalaureate degree program. The program provides an understanding of the principles of management; financial accounting; legal aspects of business; the development, organization, and evaluation of a health care facility or department; and health economics. A detailed brochure is available.

Management Information Systems

The certificate program in management information systems is designed to meet the immediate educational needs of the working adult in any organizational setting where data is processed or information is generated by computers. It is particularly relevant to those individuals who control the use of computers, both administratively and operationally, although anyone with a need for an understanding of the application of the computer to the business environment can benefit from the program. Program courses emphasize the use of computers as tools to provide information for effective decision making and increased productivity. A detailed brochure is available.

Marketing Management

The certificate in marketing management program has been designed to meet the needs of adult business students. The courses provide a basic understanding of marketing, management, and related areas, such as accounting, economics, speech communication, and business ethnics. It may provide professional development for those already employed in the field or may provide a starting point for those considering a business career without a commitment to pursuing an associate or baccalaureate degree program.

GO-60 PROGRAM FOR RETIREES

GO-60 is an opportunity for persons sixty years of age or older who are retired or employed less than half-time to attend undergraduate credit courses (numbered 0-399) offered through Continuing Education tuition-free on a space available basis. Courses taken through Independent Learning are available to GO-60 students at one-half the tuition cost. Proof of age must be provided at the time of registration: a birth certificate, driver's license, or a voter registration is acceptable. Those who qualify will receive a GO-60 membership card at registration. Registration will be held in person only, Monday, August 22, 5:00-8:30 p.m., Room 121 Sutherland Building. At the time of registration students must specify if the course(s) is to be taken for CREDIT or AUDIT. This decision cannot be changed after the date specified for the semester. GO-60 students must pay the $6 drop/add fee (see Calendar for dates).

INDEPENDENT LEARNING OPPORTUNITIES

Independent Learning is a flexible system designed specifically to help adults fit learning into their work schedules and family responsibilities. It allows nontraditional students to continue their education through the use of textbooks, study guides, written lessons, tape recordings, video lessons, and instructor responses to lessons and examinations. For further information about independent learning opportunities call the Department of Independent Learning at University Park:

Toll Free in Pennsylvania: 1-800-252-3592

Toll Free Nationwide: 1-800-458-3617.

IMPROVE YOUR STUDY SKILLS

Take advantage of these opportunities . . .

RCLED 10 COLLEGE READING AND STUDY SKILLS IMPROVEMENT

3 credits

Tuesday/Thursday, 6:00-7:15 p.m.

ACADEMIC SKILLS WORKSHOP

Saturday, 9:00 a.m.-Noon

September 10 and 17, 1988

THE LEARNING CENTER IS OPEN
FOR SPRING SEMESTER
315 SUTHERLAND BLDG.

THE MATH/SCIENCE CENTER is directed by Mrs. Betsy Huttenlock. Professional and peer-tutors are available for individualized instruction and study teams in basic and advanced mathematics, chemistry, biology, economics, qba, etc. at the following times:

Monday-Thursday	8:00 a.m. till 8:00 p.m.
Friday	8:00 a.m. till 4:00 p.m.

THE READING/WRITING CENTER is directed by Mrs. Candace Spigelman. Professional and peer-tutors are available for individualized instruction in basic and advanced composition, literature, reading and study skills, French, Spanish, German, Philosophy, etc. at the following times:

Monday-Thursday	9:00 a.m. till 9: 00 p.m.
Friday	9:00 a.m. till 5: 00 p.m.

THE COMPUTER ASSISTED LEARNING Component (320 S) is directed by Mrs. Alice Parsha and is open during all M/S Center tutoring hours. Apple 2E and Macintosh computers are available free of charged for word processing and supplemental instruction.

Both 315S and 317S (Center annex) are open all day for students to study or work in.

Please note that the purpose of the Center is to help students to improve their skills and/or to develop expertise in content-specific courses. Thus the A, B, or C student can benefit from the Center as well as the D or F student.

READING/WRITING DIVISION

CANDY SPIGELMAN, DIRECTOR
(315 SUTHERLAND BLDG.)

TUTORIAL AREAS

COMPOSITION
READING, STUDY, TEST-TAKING SKILLS
RESEARCH
LITERATURE
FOREIGN LANGUAGES
SOCIAL SCIENCE
PHILOSOPHY

TIMES STAFFED

MONDAY THROUGH THURSDAY 9 A.M. - 9 P.M.
FRIDAY 9 A.M. - 5 P.M.

PHONE NUMBER: 886-9400 X 247

MATH/SCIENCE/COMPUTER DIVISION

BETSY HUTTENLOCK, DIRECTOR
(317, 320 SUTHELAND BLDG.)

TUTORIAL AREAS

ARITHMETIC
ALGEBRA
CALCULUS
BIOLOGY
CHEMISTRY
PHYSICS
ECONOMICS
Q B A
ACCOUNTING
ENGINEERING MECHANICS
STATISTICS

TIMES STAFFED

MONDAY THROUGH THURSDAY 8:30 A.M. - 8:00 P.M.
FRIDAY 8:30 A.M. - 4:00 P.M.

PHONE NUMBER: 886-9400 Ext. 258

DESCRIPTIONS OF ACADEMIC PREPARATORY COURSES

(In addition to being offered throughout the academic year, these courses are offered during the Ogontz Campus' second Summer Session. Each course provides excellent preparation for successfully handling traditional college course work.)

RCLED 5: College Reading/Study Skills Improvement: Literal-Inferential (3 credits)

Course Description. This three-credit course focuses on reading for literal comprehension of the main idea and supporting details and progresses to inferential reading. The topics covered include building vocabulary and expanding denotative and connotative meaning by using word analysis, context, and dictionary skills. Although study skills are not a main part of this class, some basic skills are taught: proper attitude, study schedule, periodic review, using SQ3 with textbooks, test-taking strategies, structure of an essay, and library orientation.

(This course may be used as a three-credit free elective in any College which allows free electives. The College of Engineering has no free electives. For all other Colleges, please check individual majors.)

RCLED 10: College Reading/Study Improvement: Inferential-Critical (3 credits)

Course Description: This three-credit course focuses on inferential and critical reading. Advanced vocabulary is developed through work analysis, context clues, and dictionary skills. Study skills are emphasized and include the following: scheduling, text reading using the SQ3 method, outlining, writing summaries, highlighting, and taking notes in the text, periodic review, mnemonic devices, taking lecture notes, taking objective and subjective tests. Organization of essays will also be taught for use in reports and in tests. Organization of essays will also be taught for use in reports and in tests. Students will be familarized with the library and will compile a bibliography. Students will be taught the steps of writing a research paper.

(This course may be used as a three-credit free elective in any College which allows free electives. The College of Engineering allows no free electives. For all other Colleges, please check individual majors.)

SPCOM 126: Developmental Listening/Notetaking (3 credits)

Course Description. This course is designed primarily to help students improve their listening skills. Note-taking from lectures is practiced weekly, with emphasis on logical organization and the use of heading, symbols, abbreviations and "telegraphic" writing. The improvement of empathic listening skills is also a course goal. Methods to improve memory skills, the processing of information, and mnemonic devices are explored. In addition, time management and study skills, such as making a schedule, making notes from texts, employing a study system, and using test-taking strategies, are emphasized and practiced. Students also are expected to write a short research paper on a topic of interest to them.

(This course may be used as a three-credit free elective in any College which allows free electives. The College of Engineering allows no free electives. For all other Colleges, please check individual majors.)

ENGLISH 4: Basic Writing Skills (3 credits)

Course Description. English 4 focuses on the paragraph as a basic unit of expression. The focus of the course is, therefore, expository: students learn to create topic ideas and sentences; exercise the rules of logical unity and coherence; utilize a variety of modes of expression; develop mastery of grammatical principles (sentence rules, punctuation, pronoun case and agreement, parallelism, etc.). Between 8 and 11 single paragraph to multi-paragraph compositions as well as a final "exit exam" are required. (This three-credit course counts in the student's GPA, but not toward degree requirements.)

PRE-ENGLISH 4: Fundamentals of Standard Written English (3 credits)

Course Description. This course focuses on the sentence as a basic unit of expression. Emphasis is essentially grammatical: creation of clearly expressed, complete sentences; elimination of sentence errors, mastery of basic puncutation rules (period, semi-colon, comma, apostrophe); organization of sentences into the single paragraph composition; mastery of basic vocabulary (including commonly confused words). Approximately 8 single paragraph compositions as well as grammar, spelling, and vocabulary tests are usually required.

(This three-credit course counts in the student's GPA but not toward degree requirements.)

MATH 4: Intermediate Algebra (3 credits)

Course Description. Math 4 focuses on intermediate algebra. The topics covered in this course are polynomials, fractions, exponents, radicals, first- and second-degree equations and inequalities, sequences, and systems of equations. Tests, quizzes, and a final exam are used as evalaution tools.

(This three-credit course counts in the student's GPA, but not toward degree requirements.)

MATH 1: Developmental Mathematics (3 credits)

Course Description. This proposed to be offered course focuses on numerical skills and basic mathematical concepts. The topics covered in this course include operations with integers, fractions, decimals, evalauting expressions containing numbers and variables; ratio, proportion, and percents; metric and English measurements; arithmetic in geometry (perimeter, area, and volume). Tests, quizzes, and a final exam are used as evaluation tools.

(This three-credit course counts in the student's GPA, but not toward degree requirements.)

WELCOME TO

DISCOVER:

A COMPUTER-BASED CAREER GUIDANCE SYSTEM AT OGONTZ

WHAT IS DISCOVER?

DISCOVER FOR MICROCOMPUTERS is a computer-based guidance system that can help you make informed decisions about your educational and career plans.

WHAT CAN DISCOVER DO FOR YOU?

DISCOVER can help you...

-learn some things about yourself that can help you make an informed career choice, including your INTERESTS, VALUES, SKILLS, and EXPERIENCES.
-obtain valuable career information about more than 450 occupations.
-learn how to make informed decisions, especially as they relate to educational and career plans.
-gather detailed information concerning two-year colleges, four-year colleges, and graduate schools.

HOW CAN YOU MAKE AN APPOINTMENT TO USE DISCOVER?

Go to Room 104 Sutherland Building. Make an appointment with a secretary to use **DISCOVER**.

HOW DO YOU USE DISCOVER?

-Go through the whole system in sequence over a period of days (takes 3-5 hours).
-Go to selected parts of the system (see suggestions on next page).
-Go directly to information files.
-For some of you, **DISCOVER** may raise as many questions as it answers. A career counselor can help you understand what you have learned, as well as help you continue to explore your interests, values, and alternatives.
-to make an appointment with Mrs. Siegel (the **DISCOVER** counselor), see a secretary in Rm 104S.

DISCOVER FOR MICROCOMPUTERS IS ORGANIZED INTO 9 PARTS:

PART 1: **THE CAREER JOURNEY**
If you want to find out where you are in the process of career planning, this is a good place to start. Based on the results of the Career Journey Inventory which you complete, the system suggests which modules (Parts) of DISCOVER to use.

PART 2: **LEARNING ABOUT THE WORLD OF WORK**
This part will help you learn an easy-to-understand method (the World-of-Work Map) to organize the approximately 13,000 occupations in the U.S. It also allows you to explore majors, programs of study, occupations, and military programs by this method.

PART 3: **LEARNING ABOUT YOURSELF**
This section provides the opportunity for self-assessment in four areas - interests, abilities, experiences, and values. The system then puts all of this information together to help you get an organized picture of yourself.

PART 4: **FINDING OCCUPATIONS**
In this module, you can obtain a list of occupations related to your interests, abilities, values, and/or experiences. You may also search for occupations by specific job characteristics or by selecting occupations from the User Guide.

PART 5: **LEARNING ABOUT OCCUPATIONS**
Detailed information about more than 450 occupations is available. For each occupation you list, you may select up to 14 topics for further information, including work tasks, ways to get training, salary range, and employment outlo

PART 6: **MAKING EDUCATIONAL CHOICES**
In this module, you are assisted in choosing a path of training for your future occupation. Majors or programs of study related to your occupational interests are also displayed.

PART 7: **PLANNING NEXT STEPS**
One part of this module can help you improve your job seeking skills and create a cover letter, resume, or job application. Another part provides information about two- and four-year colleges, graduate schools, financial aid, and military program

PART 8: **PLANNING YOUR CAREER**
This section gives you a new definition of "career" and enables you to "draw" your present "Career Rainbow", think about your future and the roles you would like to play, and plan action steps toward your future career.

PART 9: **MAKING TRANSITIONS**
The last section helps you understand what a transition is, see your life and career as a series of transitions, determine the "temperature" of any transition you may be making or anticipating, and learn how to weather a transition with a minimum amount of stress.

REMEMBER! **DISCOVER** can be a valuable tool that you can use to explore your values, skills, and interests while learning about many career possibilities.

Please note: If you have used DISCOVER once and plan to return and use DISCOVER at a later date, you will need to use the same computer as you used during your initial session in order to retrieve your results.

PENNSTATE

CONTINUING EDUCATION

SKILLS FOR ACADEMIC SUCCESS

Saturdays, January 14 and January 21, 1989

9:00 a.m.-1:00 p.m.

Room 112 Woodland Building

Fee: $25.00

This two-day workshop focuses on the skills necessary to succeed in college including the development of successful techniques for test taking, studying, note taking, and writing. Skills examined include: practical and realistic methods of handling objective and essay tests; an efficient manner of study and its relationship to good grades; how to write succinct notes and compose effective prose. Students who devote quality time and effort to achieving academic success should gain a strong foundation for learning and increased sense of self confidence.

Instructors: Dr. Moylan C. Mills, Director of Academic Affairs

Dr. Patricia Rizzolo, Coordinator Learning Skills Center

- -

REGISTRATION FORM: SKILLS FOR ACADEMIC SUCCESS
SPRING 1989

Complete and mail to: Penn State Ogontz Campus, Evening Office, 1600 Woodland Road, Abington, PA 19001

Make check or money order payable to The Pennsylvania State University

Last Name First Name Social Security #

Home Address (number and street)

City State Zip Code

Home Telephone

SKILLS FOR ACADEMIC SUCCESS

READING, WRITING, STUDYING, TEST-TAKING

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READING, WRITING, STUDYING, TEST-TAKING

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PENN STATE UNIVERSITY
OGONTZ CAMPUS
CONTINUING EDUCATION
ALPHA SIGMA LAMBDA
CONTINUING EDUCATION HONOR SOCIETY

CONSTITUTION

ARTICLE I - Name and Purpose

Section 1. The name of this organization is the Alpha Omega chapter of Alpha Sigma Lambda, a national honor society for students in continuing higher education.

Section 2. Its purpose is to provide an association of students who have demonstrated academic excellence in the Penn State Evening Sessions.

Section 3. This society shall be a non-profit organization devoted to the advancement of scholarship.

ARTICLE II -Membership

Section 1. Requirements for election of students to membership are in accordance with the standards prescribed in the National Constitution of Alpha Sigma Lambda.

(a) Members must have completed a minimum of thirty college semester hours in regular credit courses and shall be regularly admitted students who have not been awarded any baccalaureate degree. Thirty college semester hours in regular courses should not include transfer credits.

(b) The thirty semester hours shall include at least six semester hours outside the student's major field.

(c) Students must have been in attendance at the Penn State Ogontz Campus for a minimum of two semesters.

(d) Students must rank in the highest ten percent of all those students who satisfy the requirements enumerated in (a), (b), and (c) above; provided however, that on a 4.0 scale, the minimum grade point index shall not fall below 3.5.

Section 2. Faculty and administrative officers may be elected to honorary Membership, provided that the number of such active members at any time shall not exceed twenty members or ten percent of the total membership of the chapter, whichever is larger.

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Author: Mike Rose

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Author: Scott Jaschik

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Author: Richard Blakely

Article can be found in The Chronicle of Higher Education.

October 18, 1989

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THE WASHINGTON CENTER: A GRASS ROOTS APPROACH TO FACULTY DEVELOPMENT AND CURRICULAR REFORM [1]

BY

Barbara Leigh Smith
Academic Dean and
Director, Washington Center
The Evergreen State College

Four years ago, an effort began in Washington State that dramatically altered our perceptions of what's possible in terms of revitalizing faculty and improving undergraduate education. It began modestly with two colleges working together; their efforts produced a model that became the foundation for a statewide consortium devoted to improving undergraduate education. Known as the "Washington Center for Improving the Quality in Undergraduate Education," the Center was conceived as a small scale, grass-roots-oriented effort emphasizing both faculty and curriculum development efforts. In just two years' time, the consortium tripled in size and was institutionalized with funding from the State Legislature. With headquarters at The Evergreen State College, it now serves 35 member institutions, both two-year and four-year colleges and universities and both public and independent institutions.

The story of the Washington Center raises important questions about our approaches to educational revitalization. It suggests that relatively low cost approaches are available to create more coherent curriculum and more vital academic communities.

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[1] I am grateful to Jean MacGregor, Valerie Bystrom, and Pat Williams for their helpful comments in revising this manuscript.

This article provides a historical overview of the Washington Center, a description of its current structure and its crucial features, and an analysis of its implications for educational reform and faculty revitalization. We believe the Washington Center offers a promising low-cost high-yield approach to educational improvement that could work in any state or region.

ORIGINS OF THE WASHINGTON CENTER

The Washington Center's beginnings reflect a combination of fortuitous circumstance and creative entrepreneurship. Its origins trace back to February 1984, when a dean at Seattle Central Community College introduced his Instructional Council to the curriculum at The Evergreen State College, a college noted for its interdisciplinary curriculum and collaborative teaching. After spending a day visiting classes the members of the Seattle Central Instructional Council were enthusiastic about Evergreen's approach and hoped to initiate a similar program to revitalize the liberal arts. One week after visiting the Evergreen campus, Seattle Central's Dean Ron Hamburg called to ask whether he could send two of his faculty members to Evergreen for a term to gain additional expertise with team teaching in one of Evergreen's integrated programs. Though spring quarter was only a month away, this was quickly arranged. Valerie Bystrom and Jim Baenan spent the next ten weeks at Evergreen team teaching with Thad Curtz, an Evergreen veteran, in a program called "Thinking Straight," which included literature, informal reasoning, anthropology, and writing.

Based on their experience at Evergreen, Bystrom and Baenan returned to Seattle Central to initiate an interdisciplinary program there. To assist the program in its early stages, two Evergreen faculty joined them while two other Seattle Central faculty journeyed to Olympia to continue the faculty exchange. They were the first in a long series of exchange faculty who would establish steadily deepening relationships among a variety of different institutions and faculty in Washington.

The new program at Seattle Central provided students and faculty with the opportunity to explore the theme of individualism in America through an intensive fifteen credit program taught by four faculty combining work in political economy, history, anthropology, literature, and the arts. The program was an immediate success. Students experienced a heightened sense of engagement and commitment, and retention was high. The most surprising aspect of the effort, though, was its enormous impact on faculty.

It was immediately and abundantly apparent that we had stumbled onto a highly effective low cost model for both curricular reform and faculty revitalization. In fact, the initial Seattle Central-Evergreen collaboration proved so appealing that neighboring institutions quickly became interested. Word spread through friendship networks in the community college system and a number of faculty members at other campuses expressed interest in establishing similar curricular efforts. Faculty exchanges were arranged among the various Seattle community colleges and were instrumental in initiating new programs at Bellevue and North Seattle Community College. Lower Columbia College, far to the south, sent an exchange professor to Evergreen, and the University of Washington, Western Washington University, and Seattle University joined as well.

Fueled by a $50,000 grant from the Exxon Foundation to expand the model piloted through the Seattle Central-Evergreen relationship statewide, the Washington Center was launched with a half-time staff coordinator and modest funds for seeding projects, but interest was running so high, it quickly became apparent that we had a low cost model with large potential.

By the Spring of 1985 a growing constellation of institutions had come together to participate in the Washington Center. Although state funding was not provided initially, the State Legislature formally recognized the Washington Center in 1985 in the notes accompanying Evergreen's budget and other institutions were encouraged to participate. From 1985-1987, the Center's work continued to grow and prosper with the initial support from the Exxon Foundation and additional support from a $75,000 grant from the Ford Foundation. Ford saw the Washington Center as a model collaborative effort to build ties between two and four year colleges.

THE CENTER'S STRUCTURE and ADMINISTRATION

By 1987 the consortium tripled in size with 32 participating institutions and new model programs in place at more than a dozen colleges and universities. After an unprecedented show of inter-institutional support from all levels of the participating institutions, the State provided funding in July 1987 with an annual budget of $200,000. Half of these funds are pass-through funds to the member institutions to support a small seed grant program, faculty exchanges, travel, and seminars; the remaining funds support a small central staff of 2 1/4 at Evergreen. The Center's style and focus remains adamantly face-to-face, small-scale and centered on the development of new curricular approaches called learning communities; the arrangement of faculty exchanges, and the encouragement of collaborative efforts at building curricular coherence.

The Center's success reflects an unmet need for community and collegiality and a hunger for a kind of authentic dialogue that is too rare in many of our institutions. Because we believe in the importance of community, we prize our first-hand, face-to-face relationships with key faculty and administrators in each of our member institutions. The Center's Assistant Director, Jean MacGregor, and I have built creatively on our previous professional contacts in Washington state and the Northwest: institutional committees, the Pacific Northwest Writing Consortium, inter-college networks as diverse as counselors associations, developmental education groups, environmental studies associations, and a statewide community development network. We see ourselves as networkers building linkages, both new linkages and linkages between existing organizations with inter-related interests around the common goal of improving undergraduate education.

We use a variety of approaches to maintain firsthand contact with our participating schools. Center planning meetings, conferences, and seminars are carefully rotated to various sites around the state. We publish a quarterly newsletter to build connections. The newsletter features notable efforts in undergraduate education throughout the state, describes who is taking part in faculty exchanges, and indicates where model programs are taking place. A planning committee, consisting of pairs of faculty and administrators from eight of the participating institutions, oversees the work of the Washington Center. On this committee as well as others, attempts are made to preserve a good balance of veterans and newcomers. To increase local ownership and involvement, we create short and long term committees comprised of faculty members and administrators to plan almost all our efforts and events.

We also travel extensively throughout the State to maintain personal contact with faculty members and administrators on each campus. At the end of each quarter, we conduct team de-briefings of the faculty teams teaching in the interdisciplinary programs to maintain firsthand contact with the faculty and the programs.

Since we see face-to-face relations as crucial to the Center's success, we are concerned about the increasing size of the organization, sometimes half-jokingly talking about being buried in our own success. We're exploring various models for retaining the Center's grass roots personal contact while building more localized leadership on participating campuses.

CRUCIAL FEATURES OF THE MODEL: STRUCTURAL REFORM

Two closely linked features define the Washington Center's approach to educational improvement: first, structural alteration of the educational environment into "learning communities" to enhance teaching and learning; and second, faculty exchanges into collaborative teaching situations. In this section we'll discuss structural change. The next section discusses the Washington Center's model of faculty exchanges.

A variety of different curricular models---all commonly referred to as "learning community" models ---are being piloted by the colleges and universities associated with the Washington Center; these range from linked courses to the fully integrated coordinated studies program initiated at Seattle Central Community College and widely adopted at other institutions. "Learning community curricular designs " structure the educational environment to provide greater curricular coherence, a sense of purpose and group identity, more opportunities for active learning, and more intensive interaction between students and faculty. They redefine faculty roles and "encourage faculty members to relate to one another both as specialists and as educators...and help overcome the isolation of faculty members from one another and their students (National Institute of Education,1984)." The faculty teaching in learning communities try to incorporate what is known about effective educational practice (See Chickering and Gamson, 1987 for a review of the principles underlying effective educational practice). All the model programs involve some degree of collaborative planning and teaching.

Interest in collaborative learning and learning communities is growing nationally. National visibility was heightened when the National Institute of Education's study, Involvement in Learning, recommended the establishment of "learning communities" as a means of developing a sense of purpose, reducing isolation of faculty and students, and encouraging integration in the curriculum (National Institute for Education, 1984). The Washington Center's work is related to a variety of other efforts in collaborative learning throughout the United States. For a discussion of a related group, Project CUE, Collaborative Undergraduate Education, see The Forum on Liberal Education,1985; Esperian, Hill, and MacGregor (1986) review the federated learning community effort which is also comprised of kindred spirits.

The model used successfully for more than four years at Seattle Central directly replicates the Evergreen curricular approach. It is the model most typically used by Washington Center institutions. Instead of fulfilling general education requirements by taking a series of disciplinary courses, students in this model program enroll in an intensive 15 credit interdisciplinary program, called a "coordinated study program," for one or more quarters. This single program is the "full load" for both the faculty and students. The program typically enrolls 70-80 students; three or four faculty plan and teach the program together. The programs are thematic, and they cover a variety of different subject areas. Previous coordinated studies programs at Seattle Central include: "The Making of

Americans: Individualism"(political economy, art, literature, and history);" Power and the Person" (visual art, philosophy, music, literature);" Modern Thought, Images and Feeling: Europe 1900-1940" (philosophy, history, English, art history); "Science Shakes the Foundations: Perspectives on Marx, Dickens, and Darwin" (political economy, English literature, biology, history). Although the programs typically began in the academic transfer divisions of the participating institutions, they quickly spread to developmental and vocational areas.

Conceiving of general education in terms of cultivating students' integrative abilities, the emphasis in these programs is on developing students' analytical and synoptic skills and their capacity to deal with complex issues from a multi-disciplinary point of view. Since these programs always include extensive work in written and oral communication, they frequently fulfill requirements in composition. Though they are somewhat more expensive than the "average" community college course at the freshman level, retention is high. Preliminary information on the students' level of cognitive development suggests that the coordinated studies programs are highly effective in fostering higher order thinking (MacGregor, 1987).

The Washington Center's success is partly due to its stress on a variety of curricular alternatives and the importance of local adaptations. We emphasize that there are multiple curricular designs for building curricular coherence and integration, and continually draw on the growing local and national network of learning community models to present a large menu of design possibilities. The Center's participating institutions have responded just as we'd hoped, by designing their own local adaptations. At Shoreline Community College, for example, writing and critical reasoning across the curriculum is a major focus and much of the effort is directed at linking composition and content courses. At Eastern Washington University, the University of Washington, and Western Washington University, the search for a more coherent approach to curriculum is being pursued through "freshmen interest groups," an approach that encourages students to register for thematically clustered courses.

To support these efforts, the Center collects and disseminates information about promising approaches throughout the United States and conducts quarterly seminars on various topics relating to the improvement of undergraduate education, such as active approaches to learning, writing across the curriculum, and similar themes. News of these curricular approaches doesn't just flow from the Washington Center; the participating institutions now frequently share perspectives directly. Inter-institutional faculty exchanges are one of the Center's most powerful means of developing new curricula and promoting the transfer of knowledge between faculty members.

CRUCIAL FEATURES OF THE MODEL: FACULTY EXCHANGES AS A VEHICLE FOR CURRICULAR TRANSFORMATION

The Washington Center acts as a statewide broker for inter-institutional faculty exchanges. Unlike most faculty exchange programs, the Washington

Center's exchanges are not viewed simply as opportunities for faculty members to teach their usual courses in another institutional setting. Instead, the exchange program complements and extends the Center's curricular reform effort by placing exchange faculty, wherever possible, into team teaching situations in new model programs. The exchange program thereby amplifies the process of educational reform and the transfer of knowledge between individuals and institutions as newcomers learn from veterans and take it back to their home institutions.

Teams often include one exchange faculty member from another institution, one veteran from a previous learning community program, and two newcomers to collaborative teaching. Many of the institutions try to rotate various faculty members through the programs to broaden the impact on the institution as a whole, but a balance of newcomers and relatively experienced faculty members is also important to the programs' success.

The Washington Center brokers these inter-institutional teaching exchanges and provides a small housing stipend if relocation is necessary. No additional costs are incurred if the exchange is a reciprocal one. Since the exchange is typically into a team taught collaborative program, it usually isn't necessary to find exchange professors who are disciplinary equivalents---often an obstacle to conventional faculty exchange programs. If a reciprocal exchange can't be arranged, the Center makes a small ($3000-$5000 per quarter) contribution towards replacement costs. In arranging the exchanges, paperwork and red tape are purposely kept to a minimum. At most of the participating institutions, both the deans and division chairs actively support the exchange program and are highly responsive to faculty interests. By June 1989 we estimate that more than 160 faculty in a dozen institutions will have been involved with the Washington Center faculty exchange effort--either as actual exchange faculty or team teaching with a visitor from another school.

EXCHANGES AS A VEHICLE FOR INTER-INSTITUTIONAL COMMUNITY

Inter-institutional faculty exchanges in collaborative teaching settings have their own dynamics, in terms of both possible obstacles and rewards. In addition to the usual boundaries that separate faculty within an institution---departmental, historical, spatial, etc.---there are often substantial institutional boundaries within a state's higher education system relating to status, priorities, institutional culture, location, and resources. Especially pronounced are perceived differences between two and four year institutions and the private and public sector. Too often, as we squabble for status and resources, our differences capture our attention more than our commonalities and shared concerns. Indeed, this competitive pattern of thinking is so well entrenched that during the Washington Center's earliest days, we were often greeted with disbelief at the apparent act of altruism the organization represented!

Many faculty members report an initial sense of anxiety about entering a new institution, especially if it is a different type of setting than their home campus. Teaching in front of ones' colleagues is also disquieting at first, but most participants quickly find that team teaching provides an important social and intellectual base from which to experience the new community without suffering the isolation of being a newcomer and an outsider. Exchange faculty say it is an enormously important learning experience for them, often more stimulating than a sabbatical. Most leave the exchange relationship with a new sense that the higher education system is, in fact, one educational community with many shared interests. The relationships among new-found inter-institutional colleagues usually persist beyond the term of the exchange itself, as a growing circle of faculty and administrators continue to interact through quarterly conferences, seminars and the annual statewide curriculum planning retreat that the Washington Center organizes and sponsors.

IMPLICATIONS FOR FACULTY DEVELOPMENT

Collaborative teaching and inter-institutional exchanges clearly offer great rewards to many people. In many institutions, there is little faculty interaction across departmental boundaries; reward systems, spatial assignments, curricular patterns, and time schedules combine to make faculty interaction, especially around pedagogical or intellectual ideas, rare if not nonexistent. Collaborative teaching can be powerful in bringing people together who were previously only passing acquaintances. Faculty generally report that the experience substantially alters their subsequent patterns of collegial interaction and gives them an enhanced sense of camaraderie and respect for one another. These new efforts are also powerful in terms of building collaboration and new rapport within institutions between faculty and administrators as they work together to try and adopt new approaches.

Our positive experience with faculty exchanges and collaborative teaching offers a suggestive contrast to the current literature which paints a discouraging portrait of the nation's faculty (Seidman, 1985; Boyer, 1987; Bowen and Schuster, 1987). This contrast offers important insights into alternative ways to improve undergraduate education and promote faculty vitality.

Our experience suggests that some of the simplest approaches to maintaining the intellectual vitality of our faculty are often overlooked. While improving the material conditions of our work may be necessary, it certainly won't be enough. Finding opportunities and institutional structures that empower individuals and allow them to continue to learn and re-create is also vitally important. Simply providing creative opportunities and structures to work together is apparently one of the keys.

A recent book on decision-making by Todd Sloan is suggestive in thinking about the dynamics of maintaining faculty and institutional vitality. He stresses the *social* dimensions of life's choice making and the importance of understanding the context of the individual (Sloan, 1987). Sloan points out that all of us experience everyday life as a structure with great continuity because of the regularity in the contexts and the relationships we encounter. We often come to "frame" or see our life choices as more limited than they are, in fact; the regularity of the overall structure and situation reinforces this limiting conception. Perhaps because of its unusual boundary crossing capacity, the Washington Center program seems to have a peculiar ability to encourage people and institutions to "break frame."

* The repetitiveness and mind-deadening redundancy many experience in their work is a major problem in higher education; it is a hidden disease slowly eating away at faculty vitality in many of our institutions. One faculty member told us with great precision that she will face 125 sections of English 101-102 before retirement; another can precisely forecast the number of freshman essays she has left to read. In a reflective autobiographical essay, another wrote about his fear that he "..is becoming the kind of faculty member that administrators shudder at getting stuck with; the kind that he himself shudders at getting stuck with."

Many of the people with whom we work also describe their work and their institutional relations as reaching a certain "plateau" after a number of years; this plateau often became a ceiling on their subsequent relationships and aspirations. This ceiling takes many different forms. It defines what we teach and how. It defines roles and relationships---between departments, among faculty colleagues, and relationships with administrators. Most importantly, this ceiling defines what is possible and what isn't possible. It removes many of the surprises and puzzles from everyday life.

Faculty exchanges and collaborative teaching provide important opportunities for "re-framing" simply by altering the routine work environment and social relations in substantial ways.

The social context is dramatically re-defined by collaborative teaching and cross-institutional work and new conceptions of the educational community are created. Collaborative teaching, especially across institutional boundaries, disrupts old patterns and expectations. It presents genuine puzzles and new situations. In doing so, we also become more aware of the unproductive routines we often fall into. In Sloan's terms, the experience allows us to "re-frame" our work and our institutional relationships. One of the members of our Planning Committee put this in a slightly different way: he suggested that the Washington Center works quite simply because it turns teachers (and administrators) back into learners.

It is probably significant that faculty exchanges and collaborative teaching are of special interest to mid-career faculty, who have achieved institutional security and are often highly skilled teachers. These faculty have many talents, commitments, and needs that are ignored in our institutions and largely unexplored in the current literature on faculty development.

Mid-career faculty are at a stage when they need new challenges. "When you reach a certain level of proficiency," one of them recently said, " you get kind of afraid that you are losing your edge if you don't see new challenges." Our experience also suggests that mid-career faculty are ready and eager to make more substantial commitments to long term institutional improvement. After seeing their joy and eagerness in assuming more leadership, we wonder why it hasn't happened sooner! Perhaps institutions underestimate this interest and willingness because they assume that faculty commitments are largely to national discipline-based cultures and associations. While these national affiliations are certainly important, they don't provide the day-to-day sustenance that a more local institutional culture and sense of community provides. Faculty may, in fact, turn to national associations in desperation because the local culture does not provide a sense of community and commitment.

Our experience compels us to think more broadly about institutional roles and what we mean by leadership. When college communities think of leadership, it is usually in terms of administrative leadership and in a single institutional setting. We seldom think in terms of leadership in the classroom. We almost never think of it across institutions. Team teaching gives mid-career faculty the opportunity to serve as mentors and leaders in the most useful possible place---the classroom itself.

Perhaps the most important aspect of collaborative teaching for both junior and senior faculty is the fact that the new model curricula put the teaching faculty totally in charge of their teaching,in terms of both content and structure. They are jointly empowered to create something new that is substantively and pedagogically sound and stimulating. Equally important, the process of designing and delivering this curriculum entails risk-taking, and it is public and collegial. It is not subject to the committee "brokering" that frequently attends and undermines meaningful curricular reform efforts. The attractiveness of the opportunity to create a more emergent curriculum can perhaps be fully appreciated only when it is contrasted with the redundancy of much college teaching (especially in community colleges too often narrowly circumscribed by transfer agreements), the loneliness and isolation many faculty apparently feel, and the bureaucratization in many institutions that has undermined people's sense of personal power and their sense of community.

This more emergent approach to curriculum requires trust in the good judgment of the participating faculty members, and perhaps this act of trust also accounts for the success of the new collaborative programs and the Washington Center. In our experience, this trust has not been abused. Generally speaking, educators want to teach something worthwhile, that they themselves find interesting. They have a conception of what this should be. Working with faculty in other disciplines provides a new challenge that in no way replicates the curriculum committee process of "assembling" a general education curriculum. After watching general education committees struggle for years to make relatively minor reforms, it is surprising to see how quickly a team of four good faculty will come up with an exciting and substantive general education program for a quarter-or year-long program. Inter-institutional transfer of these interdisciplinary programs is not usually a problem. Most states and institutions allow considerable flexibility in their transfer policies and general education programs, and the new coordinated studies program can easily fit within most general guidelines. Even in states with very restrictive policies, integrated programs have been developed. The Quanta program at Daytona Beach Community College is a good example of creatively building an interdisciplinary learning community type program within rigorous state requirements about transfer and the Associate of Arts degree.

A GRASS ROOTS MODEL FOR REFORM

Our four-year history with this collaborative effort has led us to "re-frame" our own thinking, as well, about curricular reform and faculty development. Our experience suggests that it's possible to create local cross institutional professional communities focused on improving undergraduate education. This model offers a promising and relatively low-cost approach to faculty revitalization and to exploring models for curricular reform. It has opened up a productive dialogue about undergraduate education within and among our institutions that extends considerably beyond the learning community model programs themselves. By providing structures and opportunities for bringing people together, the Washington Center hopes to encourage statewide interest in improving undergraduate education. To a remarkable extent, it has been successful in doing this, and faculty and administrators have found a new sense of common enterprise by joining hands in this effort. We have done this by operating from the assumptions that, despite our differences, we are one educational community with many overlapping interests and concerns, that we can make substantial accomplishments together that we cannot make alone, and that small scale, grass roots and collaborative approaches are the best places to begin.

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THE WASHINGTON CENTER
FOR THE IMPROVEMENT OF THE QUALITY
OF UNDERGRADUATE EDUCATION

Fact Sheet: January, 1987

THE CENTER'S PURPOSE

The Washington Center was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low cost-high yield approaches to educational reform, with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration.

INSTITUTIONS AFFILIATED WITH THE WASHINGTON CENTER

There are currently 26 institutions affiliated with the Washington Center. These include two and four year institutions and both public and private colleges. The following institutions are members of the Washington Center:

Washington State University and the University of Washington, The Evergreen State College, Western Washington State University, Central Washington University, Seattle University, St Martin's College, The University of Puget Sound, and Antioch University - Seattle. Seventeen community colleges are members including Bellevue, Centralia Edmonds, Green River, Highline, Lower Columbia, Clark College, North Seattle, Olympic, Pierce, Seattle Central, South Seattle, Shoreline, Spokane Falls, South Puget Sound, Tacoma, and Wenatchee Valley.

MAJOR ACTIVITIES OF THE WASHINGTON CENTER

The Washington Center's central activities are inter-institutional faculty exchanges, the development of interdisciplinary model programs, conferences and seminars on effective approaches to teaching and learning, and the provision of technical assistance on topics related to excellence in undergraduate education. The Washington Center publishes a newsletter three times a year.

THE FACULTY EXCHANGE PROGRAM

By June, 1987, more than 125 faculty members will have been involved in quarter or year-long team teaching experiences with exchange faculty. Most exchanging faculty members teach in one of the model programs. Twelve schools have been involved with inter-institutional faculty exchanges, including University of Washington, Western Washington University, The Evergreen State College, Seattle University, University of Puget Sound, and these community colleges: Lower Columbia, Seattle Central, North Seattle, Bellevue, Tacoma, Centralia, South Puget Sound.

MODEL PROGRAMS IN OPERATION

There are model interdisciplinary learning community programs in operation or in the planning stages at more than ten schools, including Western Washington University, The Evergreen State College, and North Seattle, Bellevue, Seattle Central, Tacoma Community College, Centralia, Lower Columbia, and Whatcom Community Colleges. Others are being planned. Current programs associated with Washington Center activities involve more than 2000 students.

WASHINGTON CENTER SEMINARS

The Washington Center has sponsored workshops and seminars on active approaches to learning, learning communities as a means of improving undergraduate education, writing across the curriculum, using assessment and evaluation to improve the learning process, and on William Perry's work on cognitive development in college students.

FUNDING FOR THE WASHINGTON CENTER

Since its founding in 1985, the Washington Center has been funded entirely by private foundations. Funds from the Exxon Education Foundation in 1985-86 focused on faculty development and the creation of learning community model programs. A grant from the Ford Foundation currently is directed towards curricular coherence, faculty development, and the creation of closer partnerships between two and four year institutions. Finally, the Center received its most recent funding from the Matsushita Foundation for development of ties between high school and college teachers. All grants are designed to involve participating institutions and to pass through funds to them; in this manner, the Center successfully leverages private funds against redeployed institutional resources at a 1:6 ratio.

In December, 1986, Governor Booth Gardner recommended funding the Washington Center as part of his program to improve the state's educational system. Even with state funding, we expect to continue to leverage resources and raise substantial private funds to support an expanding set of activities.

FOR MORE INFORMATION ABOUT THE WASHINGTON CENTER

Call or write Barbara Leigh Smith, Director, or Jean MacGregor, Assistant Director, of the Washington Center for the Improvement of Undergraduate Education, The Evergreen State College, Olympia, Wash 98505. Phone 206-866-6000, extension 6606.

Washington Center
for Undergraduate Education

LEARNING COMMUNITY RESOURCES

Linked Writing Courses

Joan Graham, English Department
Interdisciplinary Writing Program - GN-30
University of Washington
Seattle, WA 98195
Phone: 206/543-0758

Learning Clusters

Roberta Matthews, English Department
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
Phone: 718/482-5674

Freshman Interest Groups

Jack Bennett or Joe Wade
Academic Advising & Student Services
University of Oregon
Eugene, OR 97403-1217
Phone: 503/686-3211

David McCracken, Associate Dean
Arts and Sciences GN-15
University of Washington
Seattle, WA 98195
Phone: 206/543-5340

Carolyn Brewer, Director
Undergraduate Advising
Eastern Washington University
Cheney, WA 99004
Phone: 509/ 359-2345

Federated Learning Communities

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Federated Learning Communities
State University of New York at Stony Brook
Stony Brook, NY 11794
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Federated Learning Communities, continued....

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Working With Underprepared Students

STRATEGIES FROM FACULTY

LONG BEACH CITY COLLEGE

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NOTES

EVALUATION

INSTRUCTOR INTERVENTION: TECHNIQUES FOR WORKING WITH UNDERPREPARED STUDENTS

When asked to share strategies for working with underprepared students, LBCC Faculty offered a variety of specific techniques that they had found successful. This list is not exhaustive by any means; rather it is meant to provoke thought, to act as a catalyst that may lead to further techniques.

CLASS ORGANIZATION TECHNIQUES Certain methods of physically arranging the classroom as well as organizing course work may be helpful to the underprepared student.

Rearrange Classroom

Making larger aisles, placing chairs in a circle or U shape, and using other seating arrangements may be more conducive to learning.

Encourage sitting in front of classroom

Sitting in front of the classroom enables the student to focus attention. It also helps the instructor pick up cues that indicate whether or not the student is in tune with the class or perhaps could use further assistance.

Start each class with a verbal review of information from notes of previous session.

This technique provides a sense of continuity and builds a context for new material. It also helps the student review key concepts as well as check his or her notes for major points presented in the previous class.

Revise class schedule to deal with problems if enough people are affected.

When a large number of students in a class are underprepared, it may be necessary to revise the course schedule to include class time for remediation.

Give extra credit for attending learning center sessions.

Because learning centers can provide specific assistance and/or materials for the student, a reward for learning center attendance may be an incentive that will benefit the student.

Build attendance into the grading system.

Because the student's presence in class is important, it may be appropriate to reward attendance as an incentive or deduct points for nonattendance.

Recommend that students who have not taken prerequisites and labs appropriate to skill level withdraw from the course.

The student's low level of preparedness may be such that instructor remediation activities may not be enough; it may be necessary to recommend that the student take other steps such as meeting corequisites or prerequisites for the present course. (See Appendix B, Example 5.)

PRESENTATION TECHNIQUES Colleagues generously offered different teaching strategies that are especially helpful to the underprepared student.

Ask questions of the students during and after class.

Students may not be aware of what they know, understand, or have retained until they are questioned. This technique helps students to identify deficiencies and misinterpretations.

Explain a concept several times using different methods.

Students have different learning styles, aural and visual. By using repetition and a variety of techniques, the instructor has a better chance of reaching the underprepared student. Some suggested methods include:

Videotapes, film loops, slides, drawings,
blackboard diagrams with white and colored chalk.

Use exercises designed for active student participation, group discussion, and feedback.

More learning takes place when students are involved in saying and doing as they learn.

REINFORCEMENT TECHNIQUES Instructors suggested specific methods of reinforcement to encourage and assist the underprepared student.

Give grade deserved.

Establish clear grading standards and procedures for each course and follow through by giving students the grades they have earned. Devise alternative ways to reward students for effort or for progress which is promising but which does not earn students the grade desired. Offer encouraging comments after class, on papers, or in conference. Suggest ways for student to get extra assistance. (See Resources section.)

Supply students with lab materials for use after class.

Because repetition and practice are so important to underprepared students, providing students with materials to use after class will give them the opportunity for repeat exposure.

Have students construct an exam.

When students are having difficulty understanding concepts and/or exam questions, it may be helpful to have students bring in study materials and construct an exam.

Allow the use of tape recorders.

If instructors allow the use of tape recorders, the student will have the opportunity to listen again to the class presentation. Students should be told how to use the tape recorder as an adjunct learning tool, e.g., students can take notes in class and leave blank spaces and lines appropriately. Then they can fill in blank areas later when listening to the tape. Students should not just tape a class presentation and listen later. They should be actively writing during class and while listening to a tape. (See Appendix B, Examples 8 and 17.)

Make tapes on lectures available for independent study.

Instructors may wish to tape their lectures and put them on file in a learning center. Students profit from hearing and speaking the language of the course. Have tapes available so students can read aloud with them and be more familiar with vocabulary and pronunciation.

Provide study questions relating to course materials.

Study questions provided by instructors help students to focus on major concepts and allow students to review course material independently. (See Appendix B, Example 9.)

Provide opportunities for practice and repeat practice of skills.

Repeat practice and redemonstration help the underprepared student. Instructors can provide opportunities for this during office hours and learning center hours.

TESTING PROCEDURES

Varying testing procedures may benefit the underprepared student.

Review tests with students to determine why errors were made.

Discussing test results with a student and pointing out the rationale for the answers enable the student to determine why errors were made.

Keep tests on file for students to review.

Some instructors put previous tests on file in the library or a learning center so that students can practice taking tests.

Give mini post tests after students complete a class session or assignment.

Tests given immediately after class material is presented provide the students with an opportunity for immediate recall and identification of important concepts.

Give a quiz before class on materials for class; then use the quiz for class discussion.

A pretest on the information that will be presented in class that day identifies salient points that will be made. Class discussion that follows elaborates on those points.

Give a pretest on subject matter (e.g., each chapter of text or each unit).

A pretest on class material helps the student identify and anticipate important concepts for the class.

Give weekly "pop" quizzes which keep students current.

When students think that they may have a test at any time, they tend to prepare for class on a daily basis.

Give students an opportunity to retake a test for a higher score.

It is encouraging to students to be able to retake an exam occasionally; they have the opportunity to improve their scores and gain confidence in the material they can recall.

Provide an inclusive list of "study" essay questions in preparation for a test.

Writing out answers to essay questions helps students master course content and gives them practice in writing under pressure.

Design a computer "test yourself" program.

Computer self-testing gives students immediate feedback on their grasp of course material.

INDIVIDUALIZED ASSIGNMENTS Some instructors have found that underprepared students respond favorably to individualized assignments tailored to the student or specific situation.

Send students to the chalkboard to share a portion of a written assignment and then have the class actively participate and critique examples.

After a student writes a portion of a written assignment on the chalk board, the other students can be invited to critique the example. This gives an opportunity for peer feedback and active participation by the class. It also gives the instructor a chance to model positive critiquing techniques.

Use an information sheet to find out more about students having difficulty in a class.

An inventory completed by the student having difficulty may reveal problem areas which the student anticipates, personal problems that may affect performance in class and attitudes about success. (See Appendix B, Examples 2 and 3.)

Offer essay questions or a specific writing assignment to assess students' ability to articulate concepts, procedures, definitions, etc.

Students reveal their strengths and weaknesses in writing when the assigment is made carefully. (See Appendex B, Example 1.)

Assign specific reading examples and have the student choose the main topic and analyze the reading.

Keep a series of assignments or worksheets on hand that target specific skills or problems.

Not all students have difficulty with the same tasks, concepts, skills, or procedures. Individualize instruction by devising assignments that cover a particular problem. These assignments can be made on an individual basis.

HANDOUTS Teachers may provide specific information sheets that enable students to better handle course material.

Provide checklists that students can use to guide them in completing an assignment.

(See Appendix B, Examples 10 and 11.)

Provide a course syllabus with course requirements, outlines, daily assignments.

A course syllabus provided at the beginning of the class or even placed on sale in the bookstore before classes begin may contain some or all course handouts. The syllabus provides the student with an overview of the entire course and a basic organization of class materials.

Provide a course outline including class focus and test dates for the semester.

A weekly schedule or semester schedule highlighting the class focus for each day or week as well as the test dates for the semester is a helpful tool for students. (See Appendix B. Example 12.)

Provide periodic review sheets highlighting important aspects of a unit of study.

Study guides or handouts provided for the students enable them to review class material. Study guides may be provided in class or in a learning center.

Prepare handouts containing "bare bones" outline of the lecture or detailed review of important vocabulary and concepts.

Highlighting important information and identifying vocabulary and important concepts on handouts is helpful to the underprepared student. (See Appendix B, Example 13.)

TEACHING STUDY SKILLS No student has reached the college level without at least a few study skills; on the other hand, few students are working to capacity. Strengthening the study skills students already possess and presenting alternative ways of studying will help all students, especially the underprepared.

Discuss what it means to be a student and to be responsible for one's own behavior.

Many underprepared students do not know or understand what it means to be a college student. Taking responsibility for one's behavior and becoming self-reliant are important factors in student success.

Some instructors feel that the underprepared student may need to be told frankly that although the instructor will gladly help and counsel, the student must take responsibility for his own learning and grades.

As one instructor put it, "Most of the time people get out of life exactly what they really want out of it and what they put into it." Students "make grades the old fashioned way: they 'earn' them. The prof just records them."

Some instructors keep an "At one time or another most students need help" form letter on hand. It can be used in conjunction with a conference. (See Appendix B, Example 14.)

Review the college hours-of-work and units-of-credit formula.

Studying in itself is a full-time job. A full-time student should expect to spend approximately 45 hours per week in combined class and study hours (two hours of study for each hour spent in class).

Discuss time management.

Students may plan study time more wisely if they have a clear picture of their courses and all of the important and required work, a picture gained from the college catalog, course syllabus, and instructor. The underprepared student, often unskilled in time management, may find semester study timetables and weekly work-to-be-completed forms helpful.

Teach listening skills.

Some instructors have found that underprepared students are often unaware of, and should be alerted to, their poor listening habits. Some of these habits are overreacting to the speaker, finding fault with the speaker, attending to only the easy materials, prejudging a topic as dull or irrelevant, giving in to distractions, mentally drifting while expecting to cover the materials later on in the text, etc.

Some instructors hold short workshops on how to listen more efficiently during lectures, enabling the underprepared student to develop a greater alertness to word and voice cues. (See Appendix B, Example 15.)

Help students develop class notebooks.

Because the underprepared student frequently has poor personal and academic organizational skills, it may be useful for the instructor to suggest a system of organization and coding for the class notebook.

Some instructors force the issue with color-coded handouts.

Some instructors demonstrate a system of organization and coding for the notebook, course outline and/or syllabus, day-to-day class handouts, homework assignments, returned quizzes and exams, etc.

Some instructors monitor the class notebooks of underprepared students by requiring that homework be turned in in the notebook.

Assist students with notetaking.

Some instructors demonstrate for the students how they can best take lecture and textbook notes, modeling their favorite techniques. In addition, they provide handouts showing students symbols and abbreviations they can use to simplifiy the notetaking process. (See Appendix B, Example 16.)

Some instructors demonstrate text outlining by going through a chapter of the text with the students and outlining it with them.

Underprepared students may find it helpful to attend a workshop on text notetaking in the English Skills Center or to attend a workshop on lecture notetaking in the Center for Learning Assistance Services (CLAS).

Some underprepared students find it extremely useful to use the tape recorder as an adjunct to their notetaking. (See Appendix B, Examples 8 and 17 and see p. 23 for guidelines to offer students.)

Conduct class workshops on math anxiety.

When students are having difficulty with math, it may be helpful to conduct a math anxiety workshop, reviewing basic operations, fractions, decimals, and measurement. During the practice segment of the workshop, instructors have found it helpful to observe the students as they do the math to diagnose how they are proceeding incorrectly.

When students are having difficulty with math, it may also be helpful to review math problem-solving strategies such as looking for patterns, accounting for all possibilities; constructing models; constructing tables; guessing; checking; working backwards; making a drawing or graph; identifying the given, redundant, and required, etc.

Conduct class study-reading workshops

Lead students through study-reading techniques that will help them become more efficient and effective readers. (See Appendix B, Example 18.)

Have students purchase and use appropriate technical and medical dictionaries.

Dictionaries provide the student with a ready reference on the vocabulary used by the instructor or found in reading.

Have students keep a learning journal.

The learning journal can often lead underprepared students to an awareness of the strengths and weaknesses of their learning strategies. The instructor's written responses to the student's journal entries provide an opportunity for personal communication and feedback. (See Appendix B, Examples 6 and 7.)

Have students make flash cards.

Because correct practice makes perfect, the underprepared student may find the use of flashcards to be a simple and effective means of reinforcing both course vocabulary and content. (See Appendix B, Example 21.)

Some instructors have found it useful to hold workshops on making flash cards, modeling the making of flash cards and then carefully observing the students as they practice. (See Appendix B, Examples 19 and 20.)

USING PEER SUPPORT AND ENCOURAGING GROUP STUDY The emphasis here is two fold: encourage students to share with one another and structure group study so that the weaker student has the opportunity to take advantage of the knowledge and skills of the competent, superior student.

Cultivate a positive relationship between stronger and weaker students.

It is most helpful to the underprepared student to be worked into a group of students who are at a higher level of progress in the course. So much of the time underprepared students seem to group together. The instructor may tactfully suggest to a stronger student that he or she reach out to the weaker student and vice versa.

Help students form effective study groups.

Both support and group study are encouraging to the underprepared student. The teacher may be instrumental in suggesting and arranging study groups. Approaching students individually or suggesting that students interested in becoming part of a study group meet at a designated place and time may be a method of introducing this approach.

Encourage the underprepared student to be part of a study group mixed with at least a few stronger students. Participation in a study group allows the students to:

- share class notes and information
- use terminology and practice communications and psychomotor skills
- become a support for other members of the group

Suggest that a student exchange class and study notes with a competent peer.

In class, have students share their superior work and/or have students share a weaker preparation and allow the class to critique the assignment.

Enable the students to seek out other students for peer review of homework assignments, projects, papers, etc.

STUDENT FEEDBACK Students involved in the learning process can give excellent feedback about their learning needs. It is important to poll students to obtain information about how they see their strengths and weaknesses and level of preparedness.

Obtain information from students that will help you help them.
Student feedback can include both self evaluation and course evaluation. Instructors may want to ask how they may be more helpful and provide the assignments and environment most beneficial for the student's learning.

Give feedback by multiple methods.
Instructor feedback may consist of correcting assignments, discussing student progress in a student-teacher conference, reviewing test papers, and sending personal notes.

INDIVIDUAL COUNSELING

"Don't do nothing."
One basic principle to consider in dealing with the underprepared student is--as one of our colleagues put it--"Don't do nothing." In other words, attempt intervention; try various techniques. Some of the best assistance for the underprepared student occurs when the instructor is able to meet with the student and counsel that student on a one-to-one basis. Colleagues offered some very helpful guidelines on how to get

students to a one-to-one meeting and some helpful hints on making that meeting productive.

Require office visits.

Some instructors have their students schedule conferences during office hours as a requirement of the course. This could be used for all students or specific groups of students identified by test scores or other indicators of course progress.

Write student contract or write a progress note to identify problem areas and appropriate tasks that a student must accomplish within a certain time frame.

Students have a clearer idea of what they must do to bring their progress to a satisfactory level when a contract identifies specific tasks and a time frame in which to accomplish those tasks. It is helpful when all of this is in writing and specifically discussed by student and instructor. The contract should be maintained until the skill or material is mastered or another route is chosen. (See Appendix B, Example 22.)

It may be that a well-timed progress note indicating problem areas such as attendance, GPA, clinical or laboratory performance, test scores, etc., can prevent unsatisfactory performance. Both the contracts and progress notes should be signed by the student and both the student and the instructor should receive a copy. (See Appendix B, Example 23.)

Provide one-on-one explanation of problems by going over assignments.

It is very helpful to the underprepared student to receive individual assistance with specific assignments and class work. Students sometimes just need time and the opportunity to clarify their own ideas and misconceptions. Others may need a specific schedule for follow-up assistance or private tutoring.

Make referrals.

It may be necessary to refer the student to other people or services in order to assure optimum progress. (For specific referral procedures, see the Resources section. Also, see Appendix B, Examples 14 and 26.)

Point out to the students that improvement or a slip in performance has been observed.

Students need specific feedback concerning their strengths and weaknesses, their improvements or problems. (See Student Feedback, p. 31, in this section.) Individual conferences provide an excellent opportunity to identify these points with students.

Walk through sample assignments during office hours.

Very often students are overwhelmed by the total picture of a class and assignments. "Walking" students through the class schedule, reviewing a previous class presentation, or showing the student how to approach an assignment--these offer the student a chance to review the material with further explanation by the instructor.

Review some techniques of reading and test construction.

Individual counseling time offers the instructor the opportunity to review with the student some techniques that can help the student better understand and complete tests and reading assignments.

Offer individual counseling when needed.

Underprepared students may need additional attention in order to prevent them from giving up. Some actions on the part of the instructor may provide the specific encouragement and environment that enable the student to be successful. Some of those actions are as follows:

- Watch for positive results no matter how small and point them out to the student.
- Be availble for discussion of a student's personal problems as well as academic problems. They may be interrelated.
- If a student does not come to class, send a letter or call the student at home. (See Appendix B, Examples 24 and 25.)

INSTRUCTOR ATTITUDES AND BEHAVIOR: Underprepared students don't consciously choose to be unsuccessful; they often just lack attitudes and strategies for academic success. Instructors can be powerful role models for students by demonstrating the attitudes and behaviors that lead to accomplishment and satisfaction.

Grow and change as a professional and share learning experiences, thereby modeling what it means to be a learner.

After incorporating a new idea or some current research into a course, instructors might want to tell students how they got the new material. If an instructor is taking a class, students may benefit by hearing about the instructor's learning experiences--how he or she took a test, wrote a paper, read some difficult material. One instructor who wrote and presented a paper shared the process she went through.

Reflect the joy, commitment, and enthusiasm you feel for a particular discipline and for teaching.

Excitement and enthusiasm expressed by instructors for their subject are contagious and a source of positive energy for students.

Respect students as individuals capable of growth and change.

Accept students at their own level; then draw students out to grow and change.

Listen to students with respect.

Avoid derogatory comments regarding a student's slowness.

Be familiar with other cultures. A student's culture may hold the key to solving learning problems.

Offer encouragement. Apathetic and discouraged students need strong role models.

Find something positive to say to even the poorest student. The student may internalize an instructor's attitudes, gain self-confidence, try harder, and in the future feel more comfortable seeking help.

Reinforce any student behavior that will lead to success.

For example, thank a student who asks for clarification of a concept. Treat a puzzled look as a positive act. Compliment a student after class for being attentive.

Use a tone of voice and other verbal and nonverbal cues that communicate the message "I believe each student has ability."

Be willing to act as an advocate or to provide support for the student.

Many underprepared students don't know how to make their way in the "system." For example, if a student isn't prepared to do the work in your class, help the student find and transfer to a more suitable class.

Be approachable, easy to talk to.

Speak with students (especially those who appear shy or uncomfortable) before class begins so they won't be fearful or too much in awe.

Reach out to students who seem to be shy or reluctant. An extra smile or a few words may be very encouraging to the underprepared student.

Remind students frequently that there are people who can help them.

Guide students to specific resources for assistance and opportunities for reinforcement.

Use "What if" simulations so students can apply information to real life situations.

Helping students respond to "What if this or that happened or was asked on a test" gives the student an opportunity to think through in a non-threatening situation various solutions to a problem. By the time the student actually experiences the problem, a prepatory experience has been provided.

Be aware of the impact of an instructor's interpersonal communication techniques on the student.

Learning students' names and being able to use them easily helps instructors relate more positively to students.(See Appendix B, Example 4.)

Renew or create self-confidence in students.

Use methods of positive reinforcement to help the student gain more confidence. This begins with gaining the student's confidence and trust by being consistent and honest and by confronting the student with problems as well as paying compliments.

Rethinking the Curriculum to Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century*

Attracting and assuring the success of students of color is not only a matter of a welcoming campus, fully funded support services, and sensitively delivered instruction: It is also a matter of enlightened curricula.

Among the many possibilities for curricular contributions to ensuring a livable future for all Californians, I want to focus upon three that are particularly promising. These three emerge from consideration of the needs of students of color; their promise, however, is for *all*. They promise, first, a common sense of human history, supportive of societal and environmental survival, in how general education patterns are designed; second, explicit attention to higher order thought processes in how courses are taught across the curriculum; and, finally, a pattern of college success economically within the reach of all, in a new type of baccalaureate major specifically designed for the occupational transfer student.

Before I get into the substance of my remarks, I want to stress two preliminary points. First, I want to emphasize one more time that at least for the curriculum initiatives I will be urging, what is good for some is good for all. Unlike the distribution of scarce resources these curricular changes are not part of a "zero-sum game". Thus some of the tricky ethical questions and risky political choices involved in "positive differential treatment" do not arise.

My second preliminary point is that I believe that what I will propose is fundamentally doable. It will take the will, of course which I believe we have in abundance. It will take resources which we can get. It will take a spirit of adventure, for it is an invitation not only to enter a new age but to help define it. It will take quiet persistence because what I will propose is primarily a matter of encouraging subtle changes to the hearts and minds of many individuals. What I am proposing will probably require also some new policies or new regulations or new interpretations of old regulations, because that is how in a large system we command attention, direct resources, and create sufficient procedural space to permit innovation. The solutions themselves, however, will not come from policy or regulation or confrontation or coercion because personal transformation and creativity can only be supported; they cannot be mandated. And, finally, it will take ingenuity--which--by means of this paper-- I invite you to contribute.

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* This paper represents the views of the author, Dr. Nancy Clover Glock, writing as an educator. It has not been reviewed by the Chancellor's Office and should not be taken as a statement of Chancellor's Office policy. *Ethnic & Language Minorities Conference 1990*

So let me now extend this invitation, an invitation to begin to envision new possibilities and then, yielding trust to each other--across races and across disciplines-- to find out, by trial and error, how this vision may be realized.

Invitation #1: **To encourage diversity *without divisiveness* by restructuring general education offerings to do two complementary things: First, provide a core curriculum rooted not in the old world, or the new world, or the third world, but in the *one world* that we now share; and second, give all students the resources to make their own sense out of their particular gender and ethnicity.**

Underrepresented students should not have to choose between respecting their own roots and participating in the larger society--nor should anyone else.

Many students of color do not successfully pursue higher education not because they lack intellectual ability, or strength of character, or good sense, but because the demand implicit in the requirements of the traditional curriculum is for such students to cut themselves off from their roots, deny the value of the subcultures which nurtured them, and disguise, abandon or do battle with a large part of what they have felt themselves to be.

Underrepresentation, then, does not only mean too few students of color in our classrooms--it means too little color in our courses. It means that it is the CULTURE that is "underrepresented" -- and that hurts all underrepresented students--not only those who opt out at the cost of their own power, but also those who opt *in* at risk to their own identities.

Nor, does underrepresentation in the core culture hurt only the underrepresented. It hurts *all* students. And it hurts them, I would argue, not only because we white anglos need to be able to deal with a world of color, but because we *need* that world of color, because the dominant culture is in many ways no longer capable of nurturing human existence.

The very heritage that has brought our society such advances in knowledge and justice--and I do not romantically dismiss these for a moment--that heritage brings with it also the subtle or not so subtle denigration of technologies that are not industrialized, societies which are not "civilized", occupations which are not "white collar", and arts which are not displayed in museums or attended in tuxedos. The virtues of Plato and Aristotle notwithstanding, for example, it is still true that in the almost universally uncritical treatment of their works as representing "the" foundation of modern society lies assurance that each educated generation will be taught anew to accept as somehow a given that human beings are at their best when split off from nature and at war with their own instincts. And from these same teachers new generations will learn that the oppression of social class is the inevitable result of innate differences in people and that the uneven distribution of wealth and power are not unjust inasmuch as they reflect the intrinsically greater worth to society of the contributions made by those at the "top".

The simple fact is that the cultural identity currently available to me and to the rest of white America in many a classroom costs us too much as well--as our own dropout rate attests. The fact that we may the more readily allow ourselves to be dominated by the dominant culture and to accept these sacrifices in greater numbers, having been given less basis for questioning them, makes them no less lethal to our humanity.

My personal irony in all this is that I have come to feel that the only reason I accept this domination so unquestioningly is that my own ancestors were themselves subjugated so long ago that our history is almost lost. As an American of English, Irish, Scottish, Welsh, Norwegian, French, German, Dutch and Swiss descent, my claim on the history of the Greeks and the Romans is strictly mythical. MY ancestors, Celts all--I suppose--our tribal history not having been taught, I'm none too sure--anyhow they were the "savages" that destroyed that flower of human technology and oppression that was Rome. Where then are *my* "ethnic" studies?

On the other hand, if I am to choose my "myths", and to base my claims to history not on race but on cultural tradition--as I must for "Western civilization"--then, as an American, let me also lay claim to all the other traditions that have made this country what it is--not just those from the Mediterranean. Let me point out that when I was a Californian living in Boston what I missed was "my" culture, the "Spanish" culture of my native state? What if I were to say, "Black history IS my history"? and thus lay claim to that part of American history which is recognized everywhere else in the world as distinctively American. Maya Angelou in her recent appearance here in Sacramento said "I claim William Shakespeare as mine. And I claim...as mine, and ... as mine" and she went on naming Japanese and Arabian and African and African-American poets, in a voice commanding ownership so powerful no one would ever dispute her. And, I realized as I walked out, that in her claim lay my own. Why must I be taught that these beautiful writers, who make my heart sing as surely as does Shakespeare, or Homer, "belong" to someone else and become known to me only if I take a special course in "someone else's" history. In today's world, I submit, there is only one history, and that history is the history of the human race.

What then do we do? Do we introduce a more critical reading of these authors whose views are the cornerstones of our culture? Do we add in some other authors? Do we add a requirement in

Ethnic Studies? Yes: all of the above; most certainly. But we do not stop there, because in the long run the core curriculum of Californians cannot be only "Western" culture patched up with pieces torn from ethnic studies. It must instead be a new fabric, woven from threads of many colors. It must be woven from the love of stories and rythmn, which is universal; from the affinity to the land and delight in human beings which is tribal; from the rooted calmness which is of ancient civilizations; from the mutual assistance and support which is of the village--AND from the "rationality" and individuality and love of the intellect which is urban, and from that respect for brute fact which is modern. We must weave together those images and skills and dispositions which are humane, just, and environmentally sound--wherever these qualities can be found--thus helping our students to make sense of our emerging one world culture and to find that which will nurture and sustain us in a time of enforced return to simplicity.

What I am asking, then, is that in setting our general education requirements and creating courses which meet them, we--in a sense-- set aside the "dominant" culture in which history as written by the victors perpetuates racism in the most subtle, powerful, and intractable of ways, and that we, base these requirements as we are able, upon a "core" culture, which can be shared by all with denigration of none.

I am saying, for example, that in establishing a core culture, we would at least consider the possibility that agriculture arose not because some people finally became "smart" enough to figure it out, but because they became hungry enough in a world already suffering from overpopulation of the human species to leave the "Garden of Eden" and take up the hard labor of tilling the soil. And that civilization arose in many places, not because humans were at last ready to discard more "primitive" ways but because some hungry people conquered others, making slaves of them, and herding all behind thick walls to protect what was theirs--including "their" women.[1]

Criteria for a "One World Curriculum"

Valuable as it is for a pluralistic society to be culturally inclusive, and to allow for the cultivation of as many ethnic identities as there are groups willing to pursue such studies, the constant danger is that the educations of groups will diverge so completely that they will lose their common reference points and common language, the society split into mutually warring factions. Nor is this a far fetched fear, for historical examples of this phenomenon are everywhere to be found. But to depart from the dominant tradition need not be to abandon the possibility of having a "core" culture to undergird society. What is urged here, on the contrary, is an effort to *assure* social continuity by resisting the forces of disintegration, while not using such fears to justify the continued hegemony of a culture--or a social class--whose dominance is as much a function of historical bloodshed as of the intrinsic merit of its traditions.

I am proposing, therefore, that we begin to work toward the creation of a core curriculum that is:

1. **Socially cohesive**: Provides common reference points to all members of the society

2. **Culturally inclusive**, draws upon diverse human cultures and affirms the contributions of all social classes without particular regard to who have been the "winners"

3. **Ethically selective**, provides common reference points which, on the whole, support the the values necessary to environmental and species survival and human fulfillment and encouraging dialogue on these matters both by appealing to the traditions of many cultures and by critically assessing all such traditions where they seem to be at odds with the core values of a "one world curriculum"

4. **Conceptually generative**, provides skills and general principles, drawn from the main disciplines, which allow for the synthesis and critical assessment of large quantities of information and its integration into practice, while enabling constant updating of knowledge and skill

5. **Personally significant**, creates options for the in-depth study of particular cultures, classes, and conditions, and treats all of these studies with respect, not confusing the compulsion to merely elevate some cultural traditions at the expense of others with the necessity to uphold standards and teach critical judgement.

In seeking such a "one world core curriculum", we are not merely responding to an inescapable "problem", but seizing upon a rare historic opportunity, a moment as profound as that following the discovery of the ancient Greek texts which led to the Renaissance. We are at a cultural crossroads not unlike that facing Europe as it entered the age of commerce, faltering in its struggle to make medieval sense out of a new world--and ceasing finally to *be* medieval when meaning could only be made under a brand new paradigm. The technology that has shrunk the world--and threatened its future--has thrust into our hands the tools for transforming our culture in short order, demanding a gestalt switch in how we view the world. This nascent "one world" paradigm has turned Europe upside down, ended the cold war overnight, and made of rock and roll--appalling as that may be to some--anexpression of global connectedness.

Invitation #2: To develop *skills within the context of their use* by making skill development in reading, writing, speaking, listening, and thinking the responsibility of faculty in every discipline--supported, naturally, by specialized courses in these subjects--rather than the other way around, as we do now.

Underprepared students should not have to choose between learning skills *and learning* content

One of the truisms in minority concern has been the need for cultural sensitivity to differences in learning styles of students from different backgrounds. In taking that perspective, however, we must not lose sight of the fact that many if not all of the specific sensitivities apply to most human beings. Virtually all students thrive in a supportive environment, with collaborative learning, that appeals to the visual and the kinesthetic as well as the verbal, and draws upon student experiences and aspirations to help them integrate new learning. But the fact that many "dominant culture" students succeed in classrooms where none of those conditions exist does not mean that such deficient instruction is "more appropriate" or even "O.K" for such students anymore than the fact that some individuals in some plant species manage to force their way up through a crack in the pavement under a cloud of smog means that that's a healthy or particularly appropriate place for that kind of plant to be.

There is a wealth of new knowledge which has become available in just the last few decades about how human beings make meaning out of information and it is imperative that we integrate this knowledge into our entire curriculum, now. Among the points coming out of this developing literature on "critical thinking", "cognitive processing", "metacognition", and "learning skills", three points should be stressed:

1st) While it is crucial that instructors come to have some understanding of the cognitive styles and belief structures, as well as skills and dispositions that students bring to college from different cultural backgrounds, this understanding is part of a larger awareness that is the foundation of good instruction; namely, that all students bring to the classroom structures of reality that must be taken into account in teaching them. As teachers, we are not teaching the ignorant; we are aiding students to restructure preexisting habits and assumptions. And this restructuring is cognitively as demanding an exercise and profound a change as that of artists or scientists or other "experts" working on the frontiers of knowledge. It requires of our students, and of us, moral courage and a willingness to recognize and relinquish fond beliefs

2nd) This restructuring is a *process*, and it is a *social* process, achieved through collaborative wrestling with ideas, by both teachers and students, *out loud, hands on, and in writing.*

3rd) Finally, part of what this new knowledge tells us is what common sense has always told us: people learn by doing. And, people learn to do "academic things" by doing academic things. By being challenged, they come to understand the nature of the challenge; by trying out their skills in their actual courses they begin to master them. It is incumbent upon us then to create content-based courses in which the academic skills generally necessary for success are taught in intimate connection with the "generative" concepts specific to particular disciplines, rather than being taught only in basic skills courses segregated from the rest of the curriculum.

Here again, those curriculum changes that would best serve students of color would best serve all students.

Invitation #3: **To integrate liberal and applied arts and to structure baccalaureate *transfer programs that build upon more specialized knowledge of applications* to be acquired in the lower division work, bringing in the theoretical background at the upper division level.**

Economically disadvantaged students should not have to choose between earning a Bachelor's Degree and earning a living

Hands-On Liberal Arts Curriculum

In the new federal vocational education bill, there is an expectation that what might better be called the "technology transfer" function of colleges will be much better integrated with the liberal arts function. And this expectation cuts both ways for it supposes not only that "occupational" programs can benefit from incorporating liberal arts concepts, skills, and perspectives, but also that traditional liberal arts courses can often be better taught if founded on some practical basis. Thus, higher mathematics could be taught to students in a shop setting and credited as meeting the general education requirement as, in effect, a "liberal arts" or "academic" course, as long as the exit level competencies are as they would be for the standard mathematics course. Technical mathematics, technical writing, technical reading, problem-solving, applied psychology, a course in "perspectives on modern business" (incorporating classical authors), audio technology for musicians, etc. all offer promise of reinvigorating both the technical and the liberal sides of the curriculum, while arousing in students of practical bent a thirst for liberal learning, and providing for those struggling to understand academics, a grounding for that understanding.

"Applications First" Baccalaureate: A Third Model

Two models now dominate the design of baccalaureate majors. The first, the "traditional", has students spending their lower division studies primarily acquiring "breadth" and a "foundation" for later specialization. The second, the "technical" model, sometimes referred to as the "upside down" curriculum or the "high unit" major, has specialization at the lower division level, with heavy requirements specifically determined by the major, and some of the "general education" requirements "bumped up" to the upper division.

I want to propose a "third model", an "applications first" model. In this one, students take applications oriented, often "equipment-dependent" coursework in their lower division, with faculty who among other things have recent occupational experience, thus qualifying themselves for immediate employment. Then, at the upper division level, such students "catch up" on the theoretical background and complete a baccalaureate degree in technology, or business, or engineering, or architecture, etc., with no loss of time from their previous studies. In the few colleges now doing this, one for example which articulates a Heating, Ventilation and Air Conditioning program into a four year "Industrial Technology" degree, only transfer students can enroll, because the four year college does not offer the lower division portion of the major at their campus, lacking both the equipment and the occupationally qualified faculty.

Such an option not only meets the needs of students needing strong occupational preparation while still aspiring to an eventual Bachelor's degree, but is in fact a very exciting educational model for a number of fields. How many architects or engineers are severely handicapped for lack of the hands-on knowledge of an experienced technician or contractor? A program that begins with such knowledge provides solid grounding for all the theory to be learned and the designs to be created later on.

Challenges

Curriculum changes as deep as those I have proposed will not come in a hurry nor without intensive soul-searching and extensive discussion. But come they will, if they are good ideas, and if the following challenges can be met:

1. **Coverage vs. Leverage:** Integration of ethnicity, critical thinking, writing, and reading "across the curriculum", as well as the ever burgeoning demands of new technology and other developments in various fields threatens to expand the curriculum beyond the breaking point. The mere addition of more information thus will not do; rather there must be a shift toward the teaching of generative concepts[2] and fundamental information processing skills.

2. **Credibility vs. Quality:** Integration of knowledge across disciplines raises questions as to (a) who will qualify to teach these courses, (b) how course accomplishments will be defined and credited for purposes of transfer and toward the completion of majors, etc., and (c) what standards of content and rigor it will be appropriate to apply to such courses and programs. Current discipline categories in terms of which faculty qualifications and student accomplishments are defined must be reexamined to find ways to accommodate curricular innovation without sacrificing quality or impeding students' orderly progress toward their goals.[3]

3. **Transformation vs. Indoctrination:** The selection of curriculum content partly by conscious reference to the values thus to be promulgated is in itself not indoctrinatory inasmuch as selection--whether engaged in consciously or not-- *is an inescapable part of any system of education or acculturation.* Such selection of content becomes *indoctrinatory only*

when the value criteria ares used not just to identify what should or must be taught but to prohibit what may be taught. [4]

4. **Bureaucratic Procedures:** current definitions which drive requirements and funding must be reexamined to determine where they unnecessarily impede educationally sound innovations.

5. **Time and money**: the development of new texts, new courses, and of the skills and understandings necessary to teach the new curriculum successfully will take a substantial investment of time, and hence of money--some of it by existing college faculty, much of it by the next generation of graduate students. Moreover, since many of the most effective methods of integrating knowledge involve on-going close coordination of faculty including team teaching, compensation for the time involved in such coordination must come to be regarded as an on-going expense.

The most important ingredient in meeting these challenges, however, will be the *creativity* they demand--creativity in arriving at curriculum designs that appeal *across* the diversity and win people over by their power to make sense out of the emerging world. And with such a curriculum, I believe that ethnic parity in college and in the workforce will become a reality--and that that parity will not be feared but welcomed by a "recycled" white citizenry, our Berlin wall suddenly down and our world one/won.

Notes

[1] This is a brief summary of a theory advanced by Andrew Bard Schmookler in *The Parable of the Tribes: The Problem of Power in Social Evolution.* Berkeley: University of California Press, 1984; paperback, Boston: Houghton Mifflin, 1986.

[2] Resnick, Lauren B. and Leopold E. Klopfer, *Toward the Thinking Curriculum: Current Cognitive Research, 1989 ASCD Yearbook,* Association for Supervision and Curriculum Development, 1989, pp. 206-209:

> ...Knowledge is acquired not from information communicated and memorized but from information that students elaborate, question, and use. All the processes involved in understanding a concept take a great deal of time. Real, usable knowledge cannot be constructed from brief exposures to information....problem solving, writing, or reading skills...are acquired through extended practice, not in short, discrete lessons. Single problems may take up whole class periods or longer; essays are revised and reworked many times; several hours may be spent interpreting just one story.
>
> It seems clear that if this what the Thinking Curriculum requires, difficult choices will have to be made about what content to include....
>
> The solution seems to lie in teaching generative knowledge together with broadly enabling skills for learning. These include the text structures, genres, and rhetorical conventions that can help students organize reading and writing activities. Fundamental concepts and principles in specific subjects can also generate future learning. In each discipline, certain key concepts organize and structure large amounts of specific information. In arithmetic, for example, a broad principle of decomposability of numbers underlies much of the elementary school curriculum. In history and government, recurring themes such as the nature of representative government or the roles of

THE ACADEMIC SENATE

NEW MAJORITY STUDENT CONFERENCE
RECOMMENDATIONS: SUBMITTED BY
BOB ZAVALA, EXECUTIVE COMMITTEE
MEMBER.

NEW MAJORITY STUDENT RECOMMENDATIONS

I. STRATEGIES FOR TEACHING NEW MAJORITY STUDENTS:

1. Collaborative/Cooperative learning activities in the classroom

2. Multi-Modality methods of teaching (variety of techniques).

3. Teaching techniques to improve student self-image such as:
    a. Empower
    b. Affirmations
    c. Positive reinforcement

4. Personal contact beyond classroom:
    a. Office hours
    b. Telephoning
    c. "Accidental" meetings

5. Publication by the Academic Senate of successful strategies for teaching "new majority" students.

6. Building bridges between "old majority" and "new majority" students in between classes.
    a. Interviews
    b. Joint projects

7. Effective use of all campus resources affecting "new majority" students

8. Frequent assessment and feedback and positive reinforcement
    a. Letters of recommendation
    b. Awards within the classroom

II. STUDENT SELF IMAGE:

In order to improve the self-image of the "new majority" student the following actions are recommended:

1. Establish student mentor programs:
    a. Student mentors involving N.M. students from community colleges connecting with N.M. students in K-12
    b. Student mentors involving 2nd yr. N.M. students with incoming N.M. students
    c. Faculty mentors assigned several N.M. students
    d. Community mentors of successful businesses to connect with community college N.M. students. Could include scholarship funding.

2. Develop relevant curriculum including:
    a. Survival class
        1] self-image
        2] self-esteem ("Psychology of Winning)

> transportation and communication in national development could provide powerful boosts to much specific learning if they were well developed and understood by students...A search for the generative ideas and concepts in each discipline could provide a principled basis for deciding among the many competing bits of knowledge that now fill textbooks and classrooms.
>
> ....To be generative, knowledge must become the object of thought and interpretation, called upon over and over again as a way to link, interpret, and explain new information that students encounter.

Moreover, there may be a balancing out as the greater leverage purchased in the early weeks of a course--through delays in coverage occasioned by explicit instruction in the skills that aid learning--begins to pay off toward the end, as coverage speeds up perhaps at just the point when students would otherwise have begun to bog down.

[3] Several colleges have overcome these barriers to gain national recognition. Among them are the integrated general education programs at Los Medanos Community College in Pittsburg, California and another at CSU California Polytechnic at Pomona; and the new Fifth College in International Studies at University of California at San Diego.

[4] 'Indoctrination' is here used in its pejorative sense as a term denoting aims, content, or methods otherwise associated with 'education' which must be proscribed on ethical grounds. The "one world curriculum" value here to be preserved is that of the free exchange of ideas--even those ideas which do themselves condemn the free exchange of ideas. Thus, even though those values of fundamentalist Islam which severely constrain what may be taught to women are inherently at odds with the values of the "one world" core curriculum here being proposed, and could thus not be taught as *part* of that core, they could nonetheless be taught elsewhere and freely discussed, thus running the risk--always the risk of democracy--that values antithetical to its very survival would nonetheless be freely and democratically chosen.

(See also Glock, Nancy Clover, *"Indoctrination vs. Education"*, unpublished doctoral dissertation, Harvard Graduate School of Education, 1975; available from Ann Arbor, Michigan.)

- b. Integrating ethnic studies across the curriculum such as:
  - 1] Psychology of Prejudices
  - 2] Oppression and the Oppressed
  - 3] Intracultural economics, etc.
  - 4] Provide a historical prospective (including historical role model)
  - 5] Provide a global perspective

3. Provide N.M. role models including visiting lecturers and N.M. faculty role models

4. Provide Support Groups
   - a. family support groups
   - b. peer support groups
   - c. clubs
   - d. student government

5. Provide Campus Activities
   - a. campus activities highlighting cultural diversity
   - b. multicultural activities and interaction including "old majority."

6. Re emphasize to the faculty their responsibility in building self-image of the N.M. student.
   - a. culturally relevant counselling should be provided to N.M. students
   - b. faculty should expect success from the N.M. student as an adjunct to self-image
   - c. faculty should use their N.M. students as resources for valuable perspectives in curriculum

7. Participate in educating the "old majority."

III. EDUCATING THE "OLD MAJORITY" FACULTY:

We recommend. . .

1. A clearinghouse of information for N.M. materials to be established in the state and on each campus.
2. The use of tele-communications concerning the N.M. be emphasized.
3. Appealing for professionalism concerning the N.M. by encouraging continuing education and the use of sabbaticals.
4. The use of flex days for faculty development.
5. The use of videotapes of California colleges to show obstacles to learning.
6. N.M. student surveys be taken and the results be made available to all faculty.
7. Faculty leaders be responsible for the distribution of all N.M. material.
8. Required time for faculty on committees concerning the N.M.
9. ISW, mini-Great Teacher Seminars and Mastery Teaching techniques as on-going activities

10. Awarding credit for participation in N.M. activities.

11. Involvement on the N.M. in evaluation methods.

12. Survey of faculty opinions concerning behavior of N.M. students that may interfere with learning.

IV. CURRICULUM FOR CULTURAL DIVERSITY:

1. Large Goal: Develop integrated curriculum which includes ethnic studies across the curriculum.
   Implementation:
   - Hire minority faculty and administrators and faculty and administrators from underrepresentsed groups (women and handicapped) to build awareness.
   - Provide new money for hiring faculty and consultants, as well as for faculty development.
   - Encourage team teaching involving minority faculty members so that they serve as role models and so that there is cross-fertalization of ideas among faculty.
   - Build strong administrative support to make the goal attainable.

2. Second Goal: Strengthen ethnic studies courses and programs.
   Implementation:
   - Require an ethnic studies course for the A.A. degree.
   - Offer an A.A. degree in ethnic studies.
   - Remove ethno-centric course titles from the catalog and examine course titles and content to ensure that world literature or world history truly encompass the world, including Asia.
   - Work toward global ethnic studies.
   - Offer reading and writing adjunct classes for students in ethnic studies courses.
   - Hire minority faculty and administrators to build awareness and offer expertise.
   - Build administrative support for a strengthened ethnic studies curriculum.
   - Investigate ethnic studies programs at other campuses and adopt/adapt their best features.

3. Third Goal: Recognize ethnic concerns in all classes.
   Implementation:
   - Use ethnic diversity in class as a resource.
   - Provide new money for faculty and consultants, as well as for faculty development.
   - Develop ethnic studies as a component of all courses:
     a. Request an explanation in faculty evaluations of what the faculty member has done to incorporate an ethnic component
     b. Put a short-answer item on course proposal forms concerning the integration of an ethnic component and methods of evaluation.
   - Create greater faculty receptivity to giving attention to cultural diversity in all classes:
     a. Offer professional growth credit
     b. Incorporate concern for cultural diversity into the evaluation process.
   - Build strong administrative support for incorporating an ethnic component in all classes.

V. RETENTION:

In order to improve Retention. . .

1. Collect data on retention of students by ethnic make-up and on each faculty member (divided if should be sent to total faculty/or keep individually).

2. Faculty mentor programs be established where faculty members are assigned several N.M. students.

3. Develop a program to assign peer mentors to N.M. students. (e.g., 2nd. year students for entering students)

4. Establish a retention clinic on each campus where N.M. students can find support and resources and can be referred to other resources.

5. Encourage faculty members to incorporate the following retention techniques:
   - follow-up calls after absence
   - pairing or teaming students to create partners in class to call each other for information exchange. (have students exchange phone numbers)
   - help students with goal setting
   - help students with time management
   - develop a class syllabus giving details of daily or weekly or unit plans
   - announce reading level

6. Certificated professional support be encouragement for club and campus life activities (part of load)

7. Success courses be offered N.M. students on a regular basis
   a. study skills
   b. self-esteem
   c. test anxiety and taking

8. Each campus develop a written policy regarding its commitment to the retention of the "new majority" student.

9. Support be sought on a district and statewide level to develop a written policy regarding commitment to the retention of the N.M. student that would be implemented on each campus.

10. Each campus develop a skill center funded by the college that would provide tutors, peer advisors and faculty resources.

11. Develop a community mentor program.
    a. successful role models from the community mentoring community college students
       1] could include scholarships

12. Aggressively pursue grants in the area of N.M. students.

13. Encourage appropriate staff to give this following message:
    "Before you drop-out, see me. I care. Don't drop-out before you see me."

14 Faculty announce appropriate skill level of classes.

15. Academic Senate create a task force to develop a packet regarding survival skills that each faculty member should incorporate into his or her classes.
    - a. Study booklet for that class
    - b. Test taking for that class, etc.

16. Each campus publish and provide a list of resource for N.M. students. Maybe published in different languages.

17. Students be assessed in order to assign them to appropriate classes.

18. District should be encouraged to hire more full-time, tenure track faculty and continue their affirmative action to hire "new majority" role models.

19. We also agree that the following should be incorporated into a retention program:
    Family support and involvement
    Personal Counseling
    Media for morale building
    Review of current courses
    Early warning system

VI. RECRUITING NEW MAJORITY STUDENTS:

In order to improve the recruitment of New Majority students, we recommend:

A. Immediately
   1. Give college leadership the materials from this conference

B. Starting your Recruiting Plan
   1. Develop college-wide recruiting as institutional policy
   2. Obtain written and budgetary administrative support for these goals
   3. Involve EOPS counseling and other current "experts" in planning
   4. Devote financial resources to recruitment
   5. Seek new funding
      - a. VEA
      - b. Community
   6. Hire college wide recruiters to coordinate programs

C. What to do.
   (Each of the following suggestions has worked effectively at one or more of our community colleges.)
   1. Continue current successful outreach efforts
      - a. High schools
      - b. Junior high schools
      - c. Churches
      - d. Employment Development Department
      - e. S.A.T. lists
      - f. C.T.A. and correctional institutions
      - g. Drug Rehabilitation
      - h. Child care centers
      - i. Markets and Malls
      - j. Community service centers/Agencies
      - k. Alternative Education centers
      - l. Libraries
      - m. County Fair booths
      - n. Probation departments

2. Develop new outreach recruiting efforts
    - Faculty outreach efforts
    - "Marketing plan" and resources and person(s)
    - Improve brochures and other recruitment media
    - Radio talk shows
    - Radio/T.V. ads (bilingual)
    - Get "drop-out" lists/high risk lists from high schools and junior highs
3. Canvas neighborhoods "door-to-door"
4. Offer campus social/cultural events and invite community
5. Have open-house for N.M. community
6. Increase Financial Aids resources and information about them
7. Inform faculty/staff about resources/services
8. Increase interaction between faculty and student services
9. A.V. presentations providing college information
10. Improve liaison with high school counselors and faculty
11. Encourage key administrators and faculty to participate in community affairs
12. Coordinate recruiting with other community colleges--send teams to schools
13. Use cable T.V., P.S.A.'s

D. How to make the recruiting work

1. Use the language(s) of the "new majority" students in recruiting materials
    a. Spanish, Vietnamese, etc.
2. Have up-to-date college information in a Recruitment Kit
3. Have a college Recruitment/Marketing Advisory Board including the community
4. Recruit through community agencies
5. Bus students/parents in for College Day
6. Use positive N.M. role models who have "made it"

E. Follow-up

1. Gather data from students to evaluate recruiting efforts

ggd

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Good Teaching. A Matter of Living the Mystery
by. Parker J. Palmer
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PRESIDENT'S REPORT

The Challenge of Cultural Diversity in the California Community Colleges

by Karen Sue Grosz

American education has failed in recent years to met the needs of a growing number of students but not because of lack of effort, money or concern. Rather, the fault lies in the educational process itself, for the overwhelming majority of educators are white middle class individuals whose perceptions are so different from those of the minority students they sometimes struggle to help that they simply cannot perceive the nature of the problem.

These educators sometimes believe that students have the "right" to fail and will argue that perception at academic meetings. After all, they remember their own college experience when failure was an overt act, a direct result of too much partying and too little studying. Comfortably settled into the role as teacher of a discipline which, after years of presentation, has become extremely familiar, these faculty members often lose touch with the frustration and anger that accompany the student's struggle to master a strange subject matter. While they may superficially recognize the student's struggle, deep down they blame the student for lack of effort.

These educators fail to recognize that the methods and materials that enabled them to learn some 20 or 30 years ago now are relevant to a shrinking number of white middle-class students, if they are relevant at all. But for the Black or Hispanic students, those methods may not only alienate but antagonize, even as the instructor works to help. Working at cross purposes, student and instructor both suffer; while both may care and desperately want to succeed, neither recognizes that the expectations of the other is culturally bound.

The challenge of Assembly Bill 1725 lies before us. As we work to implement the various forms of that legislation, we should remind ourselves periodically of the intent language of the bill:

> The people of California should have the opportunity to be proud of a system of community colleges which instills pride among its students and faculty, where rigor and standards are an assumed part of a shared effort to educate, where the hugely diverse needs of students are a challenge rather than a threat, where the community colleges serve as models for the new curricula and innovative teaching, where learning is what we care about most.

The most recent volume of the *Harvard Educational Review* addresses this problem in a special issue dedicated to "Race, Racism, and American Education: Perspectives of Asian Americans, Blacks, Latinos, and Native Americans." In the introduction, the editors note that modern educators have adopted the myth that racism is dead. One need only read recent news reports of problems at UCLA or Stanford or other institutions across the country to know that racism is not dead. Why, then, have educators adopted this myth?

The editors of the *Harvard Educational Review* point to the use of the term "at-risk" as one which "serves to mask the concept of race," noting that " . . . the prevailing perception among educators is that whatever the causes are, they emerge from the lives, abilities, skills, families, or communities of the 'at-risk' students," but not from any failure on the part of the teacher or the educational system. In fact, when 42% of Hispanic high school students drop out of school, the focus could just as well be placed not upon the students but upon the schools and reported as a "failure of the schools to graduate 42% of all Latino students" (p. v). Only because white middle-class educators view the situation through their own perception filters do they fail to perceive the failure as theirs, not the students'. Lisa Delpit of the Baltimore City Schools notes that

> . . . both sides need to be able to listen, and I contend that it is those with the most power, those in the majority, who must take the greater responsibility for initiating the process.
>
> To do so takes a very special kind of listening, listening that requires not only open eyes and ears, but open hearts and minds. We do not really see through our eyes or hear through our ears, but through our beliefs. (p. 297)

Perhaps these well-meaning educators have replicated the mistake that many make when visiting a foreign country: if the individual to whom they are speaking does not understand, they speak more slowly and perhaps a little louder, but still in a foreign language. Many remedial English instructors appear to make the same mistake: if a student does not understand the syntax of a sentence, the well-meaning English instructor slows down and focuses upon each word, one at a time, demanding to know whether it is noun, adjective, or adverb. Why the student should understand the sysntax of the sentence any better a word at a time is the ultimate mystery of teaching English.

Phil Daro, the director of the California Mathematics Project, has written an insightful paper about the failure of remedial instruction at the high school level. When students have problems with the content of the course, Daro states, they are put in remedial classes from which all content has been removed. What exactly is the "content" of a remedial class? I have discovered, after years of experimentation, that college remedial English students respond enthusiastically to novels; their writing improves when they have something to write about; and lessons in grammar, spelling, and vocabulary are more meaningful when they are based upon the content of the literature rather than taught in isolation.

In her report on the status of the National Endowment for the Humanities, Lynne Cheney quotes Maya Angelou:

> In Cedar Rapids, Iowa, (Maya Angelou) told about growing up in Stamps, Arkansas, a poetry-loving child nourished by Shakespeare and Langston Hughes, Edgar Allan Poe and Paul Laurence Dunbar. One day when she was 12, she determined that she would do what youngsters she admired greatly did: "render a rendition: of poetry before the congregation of the C.M.E. Church.
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> "I decided that I would render Portia's speech from *The Merchant of Venice*," Angelou said in Cedar Rapids:
>
> "I had it choreographed; it was going to be fantastic, but then Momma (as I called my grandmother) asked me, 'Sister, what are you planning to render?' So I told her, 'A piece from Shakespeare, Momma.' Momma asked, 'Now sister, who is this very Shakespeare?' I had to tell her that Shakespeare was white, and Momma felt the less we said about whites the better, and if we didn't mention them at all, maybe they'd just get up and leave. I couldn't lie to her, so I told her, 'Momma, it's a piece written by William Shakespeare who is white, but he's dead and has been dead for centuries!' Now, I thought that she would forgive him that little idiosyncrasy. Momma said, 'Sister, you will render a piece of Mister Langston Hughes, Mister Countee Cullen, Mister James Weldon Johnson, or Mister Paul Laurence Dunbar. Yes, ma'am, little mistress, you will!'
>
> "Well, I did, but years later, when I physically and psychologically left that country, that condition, which is Stamps, Arkansas . . . I found myself and still find myself, whenever I like, stepping back into Shakespeare. Whenever I like, I *pull* him to me. He wrote it for me. 'When in disgrace with fortune and men's eyes,/ I all alone beweep my outcast state/ And trouble deaf heaven with my bootless cries/ And look

(cont. on p. 3)

PRESIDENT'S REPORT

(cont. from p. 2)

Upon myself and curse my fate./ Wishing me like to one more rich in hope./ Featured like him, like him with friends possess'd/ desiring this man's art and that man's scope./ With what I most enjoy contented least . . .' Of course he wrote it for me; that is a condition of the black woman. I understand that. Nobody else understands it, but I know that William Shakespeare was a black woman. That is the role of art in life." (*Chronicle of Higher Education*, September 3.

Of course, Momma was right to insist that Maya Angelou know her cultural heritage, for without that heritage Angelou would be incomplete. But Angelou was also right that Shakespeare was a black woman, for Angelou has been able to shake off her own perception filter and open up to the best that Shakespeare has to offer. We all must step outside ourselves periodically and attempt to see the world through others' eyes and perceptions. Without such an attempt, we are impoverished, for we will not be able to fly with the Black protagonist of Toni Morrison's novel *Song of Solomon* or to experience *Love in the Time of Cholera*.

Cameron McCarthy says in "Rethinking Liberal and Radical Perspectives on Racial Inequality in Schooling: Making the Case for Non-Synchrony" that Black and Hispanic students drop out of high school because of the perception that white racism among American employers will bar even the best prepared minority applicant from being hired. Other authors in the special issue of the *Harvard Education Review* make implicit the idea that white middle-class teachers are the racists who discourage these new majority students. No doubt they are right. But we are all racists in that we interpret reality in terms of our individual perception filters, failing to step into the other person's shoes to see the world from a different perspective.

With the reforms of Assembly Bill 1725 before us, community college faculty must grab this opportunity to change the color of our faculty, to change teaching styles to meet the needs of a changing student population, to work together as counselors, librarians, faculty and specialists serving all the needs of all our students. We will have $1,000,000 in faculty and staff diversity funds and $5,000,000 in faculty and staff development funds available after January 1, 1989. We must begin now discussions of how those funds can best be used to serve our students. Faculty of all colors should attend academic senate meetings and request participation as the district affirmative action plan is reviewed. Faculty of all colors should run for office in the academic senate and work to institutionalize affirmative action from within the faculty power structure. Faculty of color should offer to train those white middle-class faculty who volunteer to serve as affirmative action representatives on hiring committees.

If we work together we can avoid future lawsuits such as that against Fullerton College, and we can help to realize the vision offered in Assembly Bill 1725:

> Since the development of the original master plan, there has been a significant change in the populations served by the community colleges, and in the anticipated needs of the state as we move into the 21st century. The state's population will grow by 22% between 1986 and 2000, from 27 million to roughly 33 million. By the turn of the century, California will have a cultural and ethnic pluralism unknown elsewhere in the mainland United States. Fifty-one percent of the schoolage children in 1989 will be minorities; the majority of the population will be nonwhite in the following decade.
>
> . . . But inside the economic center—not just at its margin—the workers of the future will learn new literacy skills, and more ability to communicate and learn on their own . . .
>
> The convergence of these tendencies—both demographic and economic—lead to the possibility of an increasingly stratified society. This can include what has been called a "permanent underclass" mostly minority, and a semipermanent, semi-employable stratum of low-skilled workers. The consequences of this development would be dire: the permanent underutilization of the energies and talents of our people, the deepening of racial resentments and fears, and the constant anxiety among more and more of us that the future has no place for us.
>
> . . . It is important in this regard to honor those who teach basic skills and literacy, as well as those who teach Shakespeare and Plato, to facilitate effective communication between "vocational" and "liberal arts" departments in an epoch where all vocations will require deeper and more subtle forms of literacy, and to build a new and diverse curriculum which engages all our diverse students, and demands the best of their minds and spirits.
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> (Assembly Bill 1725, intent language)

How can educators fulfill the promise of hundreds of thousands of students? First, educators of all color need to work together not only so that students see the cooperation and beneficial influence of such cooperation, but also so that they can learn from one another as colleagues. Over time, with patience on all sides, educators can learn to see beyond their own perceptions and recognize different perception filters. In addition, Lisa Delpit suggests that educators must

1. Recognize that people are "experts on their own lives."
2. Not be too hasty in denying others' interpretations.
3. Act rationally and believe others are rational.
4. Be "vulnerable enough to allow our world to turn upside down in order to allow the realities of others to edge themselves into our consciousness."
5. Seek out those whose perspectives differ most.
6. Understand one another's power and be unafraid to question discrimination. (*Harvard Educational Review*, p. 297)

Only then will content once again appear in remedial courses, and only then will all students be able to progress through the educational system. Only when that happens will students be able to recognize that Shakespeare was a Black woman.

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